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# Childhood Education

**DISCIPLINE  
WHAT DOES IT MEAN?**

**September 1943**

**JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION**

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# Childhood Education

*The Magazine for Teachers of Young Children  
To Stimulate Thinking Rather Than Advocate Fixed Practice*

Volume 20

Number 1

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FRANCES MAYFARTH, *Editor*  
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## Next Month

"The Discipline of Developing Perspective on the Here and Now" is the theme for next month's issue.

Part I will consist of three articles which will interpret the here and now through social studies, science and changing community and family life. The science articles have been prepared by Gerald Craig and Katherine Hill. The social studies material has been prepared by Royce Knapp. Katherine Whiteside Taylor has prepared the article on community and family life.

Part II—illustrating the development of science and social concepts—will contain: "Curiosity in Action" by Louise Zimmer, "Map Reading at Six" by Iola Ueblicker, "Six-Year-Olds Question Their Environment" by Bernice Bryan, and "Developing Citizens in a Japanese Relocation Center" by Wanda Robertson.

Part III will be devoted to news and reviews of books, bulletins and pamphlets.

**EXTRA COPIES**—Orders for reprints from this issue must be received by the Standard Press, Washington 1, D. C., by the tenth of the month of issue.

# I. DISCIPLINE — WHAT DOES IT MEAN?



EACH IN HIS OWN FASHION FINDS DISCIPLINES IN NATURE AND PEOPLE

*Photograph Brookside School  
Cranbrook, Bloomfield, Michigan*

## OLD WINE IN NEW BOTTLES

An editorial telling how the theme for this year's issues of CHILDHOOD EDUCATION was chosen, why it was chosen, and how it will be developed. Page 3.

*By Winifred E. Bain*

## DISCIPLINE IN OUR TIME

What are some of the acute issues that are emerging to make discipline a central problem of our times, that are demanding new concepts of discipline? Are there some guiding principles to be considered? Page 5.

*By Lawrence K. Frank*

## WORLD CITIZENSHIP—TODAY'S PROBLEM, TOMORROW'S REALITY

What can the school do in producing world-minded citizens? What techniques and what materials does it already have that can be used for this purpose? Page 10.

*By Franklin H. McNutt*

## DISCIPLINE IN THE WORLD OF CHILDHOOD

How does discipline function in the lives of children, helping them to carry on, without undue wastage of emotional energy, their fair share of the work of the world and to enjoy their share of its benefits? Page 14.

*By Ruth Wendell Washburn*

*"The discipline which leads to wisdom must come from within ourselves."*

MARY ELLEN CHASE

# Old Wine in New Bottles

CHILDHOOD EDUCATION begins a new year planned to deal with disciplines necessary for ourselves and our children to cope with the complicated interrelationships of people living in the world today. The plan began to evolve with the rumble of tanks through France and Belgium and the chug of boats at Dunkirk. Our perspective has veered sharply from themes related specifically with education in American democracy to those concerned with the universal need for conservation and utilization of human resources in the face of wanton destruction of human life and human values which war is bringing all over the world.

It was in the period of shock immediately following Pearl Harbor that the detailed plans for 1942-43 issues were evolved, setting forth analyses of some of the human values which we cherish and wish to preserve. By this time so rapid and devastating were the ravishes upon human resources that we felt a breathless haste to set pens and presses to work on courageous statements about what should be done by teachers, parents and all people everywhere to encourage and engender strength and vigor in human beings and to direct the affairs of children so that they might be strengthened for the undertakings ahead.

It was in this sterner mood and just as the year 1943 was ushered in that the outline for 1943-44 issues was made with the accent on the disciplines of world citizenship. The world scene by then was one of global conflict. The word "defense" in America was giving way to more aggressive terms spoken in brave confidence, but with limited tangible basis of assurance. We could see our own lives more closely knit with the other peoples of the world than ever before and we glimpsed the strength which lay ahead of us in our effort not only to win the war but also to evolve a peaceful, constructive and creative interrelationship between all people. We tried to see how we should discipline ourselves and how we should rear our children for the task.

WE FELT OURSELVES LIBERATED when we thought of the theme, "The Disciplines of World Citizenship," as the dominant one for CHILDHOOD EDUCATION in the coming year. We talked fast; we interrupted each other with notions about the disciplines which should make mankind strong enough to cope with brother man and to use the phenomenal technical creations of the present day in ways of world cooperation. We thought of those things which we should teach children who, God willing, shall take their places in the adult world after this war is over, a world in which narrow national isolationism will never again be possible.

OUR ENEMIES ARE DISCIPLINED PEOPLE but these are not their disciplines, except perhaps the discipline of work. We cannot blueprint their disciplines in charting our course. Our disciplines must be the disciplines of free men.

Are they properly called disciplines? We asked ourselves that. We looked in the dictionary and were reassured to find among other things that "discipline is strict and regular mental and moral training." We think these are lines of direction for such training. We found too that discipline is "development of character through trouble and anxiety." We decided that it was within our province, yes, even in line with our responsibility to propose directions for character development in our day, dictated by the peculiar troubles and anxieties of our times. We laughed at one dictionary description of discipline which said it was "order as maintained in school-rooms, military organizations, prisons, etc." But it's no laughing matter that children, fighting men and criminals should be so lumped together. We shuddered to find also that discipline was defined as "obedience; submission to control."

The implications of such dictionary statements were hampering to us in our planning, and the practices which have developed under their sponsorship in schools and nations have been opposed to democratic life. And yet adherence to submissive control and to order as maintained in military organizations and prisons has made our enemies strong in the ways that they have evidenced their strength. Our children in years to come will need to work with their children. May they be strong in different ways.

ATTEMPTING to find those ways is the venturesome project of CHILDHOOD EDUCATION in the present year.—*Winifred E. Bain, president of Wheelock College, and chairman, Board of Editors, CHILDHOOD EDUCATION.*

HERE IS THE TENTATIVE OUTLINE of content for CHILDHOOD EDUCATION (1943-44). You are invited to add your comments to those of many others who have evaluated this outline. You will find the story of its development on page 36.

Theme: "The Disciplines of World Citizenship"

September: Discipline—What Does It Mean?

October: The Discipline of Developing Perspective

November: The Discipline of Finding Self

December: The Discipline of Receiving and Giving Affection

January: The Discipline of Work

February: The Discipline of Group Participation

March: People of Other Lands

April: The Discipline of Making Choices

May: Theme to be chosen

# Discipline in Our Time

*Discipline today in a democratic society "presents a problem of exceeding complexity and difficulty." What are some of the acute issues that are emerging to make discipline a central problem of our times, that are demanding new concepts of discipline? Mr. Frank discusses two of them—the passing of traditional beliefs in the rearing of children and our failure to establish new ones consistent with our changing culture. Until new beliefs can be formulated to guide parents and teachers Mr. Frank suggests a choice to be made and a principle to be followed.*

IT CANNOT BE too strongly emphasized that in a democratic society the question of discipline presents a problem of exceeding complexity and difficulty, especially today. If we aspire to a democratic social order we must aim at developing within each individual the capacity for self-regulation and self-direction of his or her conduct. Discipline, then, becomes not a matter of submissive obedience to authority—the passive good conduct which continual threats, watchful policing and dire punishment compel—but rather the voluntary or self discipline which guides the individual and directs his conduct without an ever-present authority or police or retaliatory punishment.

It must be remembered that a free society requires the highest standard of personal ethics, of good faith, of sincere human relations and non-exploitive actions. Just because we could not muster such ethics, as we saw in 1929, we have had to do what every society has done throughout

history—establish more and more agencies to regulate, control, police and punish finance, business and industry, professional practices, labor and all the other activities in which ethics have broken down. Either we must have a strong regulatory control, or each group, each agency, each professional organization must establish and inculcate the standards of conduct which its members will accept and maintain. The choice between control by authority or self discipline, between a regimented dictatorship or a democratic free society is primarily a question of human conduct rather than of governmental organization and legislation.

This idea of self discipline is not a new conception. It runs like a continuous thread through all of our Western European history, back to the "dawn of conscience." It has been the major theme of moralists and the reiterated goal of almost every ethical and religious doctrine. Then why, we may ask, do we feel so concerned and perplexed today and anxiously search for new formulations and new procedures in the education of children? Haven't we all the essentials for instilling and maintaining discipline and all the necessary reasons and sanctions? What, if anything, makes the problem of discipline any different today?

Here we enter upon an area which bristles with controversial issues and is loaded with strong emotional reactions. Each of us is engaged in maintaining a way of life and in upholding standards of conduct for which we invoke various sanc-

tions—what we believe and hope for or fear. When we hear or read something which directly says, or by inference suggests, that these established standards, these cherished beliefs, our ways of life, and the august sanctions we have accepted (especially those we fear) are not as fully and universally accepted as we assume, then we are apt to be disturbed and sometimes we become anxious and very angry.

Let us begin by saying that there are many people who are untouched by any modern doubts or confusions. They are entirely clear about what is right and what to believe. They accept without question the formulations and the sanctions of their traditions. So long as they can do this and find the guidance they need in their traditions, they are fortunate.

But there are also many people—men and women, mothers and fathers—who no longer can make these affirmations for themselves nor can they transmit the traditional beliefs and sanctions to their children. What was once unquestioned and unquestionable has either become doubtful or has been rejected as no longer credible or humanly tolerable. These men and women are just as sincere, highminded and desirous of order and dignity in living as those who find answers in their traditions. But these skeptical yet conscientious parents can't find any clear-cut statements or unequivocal patterns of conduct for their own lives or for the instruction of their children. They aspire to human values and they recognize the worth and dignity of the human personality. They want their children to share those aspirations and that sensitivity.

What, then, really troubles these parents and also disturbs the teachers of young children? Any attempt to answer that question will inevitably be inadequate and biased but may perhaps serve to focus our

attention upon some of the acute issues that are emerging to make discipline a central problem of our time.

### *The Passing of Traditional Beliefs in the Rearing of Children*

It is not only that some parents and teachers can no longer accept the traditional beliefs about the world and man's place therein, about the individual's relation to group life and the ancient idea of human nature, but that they are finding these traditional conceptions seemingly responsible for some of the most tragic of human defeats and frustrations.

For example, it has long been customary to regard the young child as "innately wicked and sinful" or "fallen from grace," as prone to evil and anti-social conduct from which he must be diverted or prevented by a program of stern and unbending discipline. It has been believed that social order could be maintained only by terrorizing children, by threats of immediate or deferred punishment (after death); by painful, often brutal, treatment if they slipped or wandered from the strict path of rectitude. This concern for maintaining order by such discipline of children was reenforced by an anxiety to save their souls from sure and everlasting punishment as promised or threatened by the most awful sanctions of religion.

We have a traditional injunction to love little children but that teaching has been ingeniously interpreted to mean that if we really love them we must save them from evil ways and future condemnation by invoking authority from on high for whatever was deemed desirable or necessary to compel them to be good. Child rearing has been very largely an alternation of affectionate regard and play with direful threats, painful punishment, and the continual invocation of authority.

Now so long as almost everyone accepted and believed these ideas and we all thought of human nature in these ancient terms, this procedure worked fairly well. Many individuals were emotionally distorted and permanently cowed but they conformed outwardly for the most part and those who rebelled, broke the laws or violated the ethical code were regarded as lost souls who occasionally could be saved if they had a conviction of sin and sought redemption.

But, as indicated, the underlying beliefs and sanctions for this authoritarian type of child recovery are becoming unacceptable to many people. Moreover innumerable intensive case studies of the early life and parental practices of problem children, rebellious delinquents and sex offenders, mentally disordered patients, alcoholics and drug addicts and the many neurotics have made us increasingly question that old terrorizing kind of discipline. It is being indicated not only that these ancient practices are failing to maintain social order but are directly productive of the unhappy, emotionally unbalanced personalities who contribute to social disorder and human wastage. Parents are becoming increasingly unable to think of their babies as wicked, evil, anti-social beings who must be coerced into being decent human beings.

From various studies and experiments in homes and nursery schools, in clinics and hospitals, even in institutions, it is being shown that the parental demands made upon babies and young children, the many deprivations and frustrations, the continual blocking and prohibition, the incessant compulsion to do what is prescribed—all these familiar, homely practices of child rearing and preparation for social life are much more of a heavy burden upon the child than we have realized. We are asking

the young baby and preschool child to accept these demands and to conform to a series of patterned conduct that are exceedingly perplexing and often productive of considerable anxiety.

If we will look at the program of child rearing we will see that we ask the infant to surrender his physiological autonomy, his own internal bodily regulation; to transform his organic hunger into appetite for the food we prefer, eaten at the prescribed intervals; to learn to hold the contents of his bladder and rectum, inhibit the automatic release of those sphincters and void only at the times and places we prescribe. These are often intolerable invasions of his organic integrity, especially when they come too early in his life and are applied too vigorously, and many children are seriously disturbed and more or less permanently warped. Witness the feeding problems and life long peculiarities of eating, the enuresis, the persistent constipation or colitis.

These are all necessary and unavoidable lessons to free the child from the coercion of his own organic functions and impulses so that he can be free for other activities and interests. But if they are established by persistent emotional conflict and bodily dysfunctions, the child may pay too high a price for his emancipation from his organic needs.

Then also let us look at the other lessons to observe the inviolability of things and persons—what we call private property and the sanctity of the person. These the child learns by being told, "don't touch, don't take, don't hit, don't handle, don't, don't, don't," whenever he approaches these inviting objects or persons. Again he must learn all the prescribed forms of conduct, of manners and etiquette, of addressing people by their right titles with appropriate deference and respect, of act-

ing according to the masculine and feminine roles, of speaking correctly, of responding to the various symbols and using the correct rituals.

It is indeed a complicated and devious world the child must learn to live in. He does so by having each situation defined for him by a parent or teacher who tells him what to do, what not to do, what to believe, what to think and how to feel in every situation. These definitions of situations and of the appropriate conduct get their compelling character from the person—parent or other adult—who not only tells the child but makes him conform and in doing so invokes various sanctions. The parent-teacher exercises what we call authority.

If the child is badly treated, if the parent terrorizes him or brutally punishes him, if the parent humiliates him or otherwise arouses a strong emotional reaction, the child may conform, do as he is told but continue to feel strong resentment against such authority. He may conform only so long as he fears that authority and so when out of sight he will rebel or seek devious, disguised ways of evading that authority.

Some children grow up so filled with anxiety over their conduct, so worried lest they may transgress that they can do little but worry and be docile and submissive. Other children may grow up feeling so guilty from the occasions when they failed or went astray that they spend their whole lives in atonement, directly or indirectly.

### *The Failure to Establish New Beliefs Consistent with Cultural Changes*

Here we come to the crux of the problem of discipline. For social order children must learn the patterns of conduct, of action, of speech, of belief and feelings which our culture favors. For a democratic society that cherishes human free-

dom and that asserts the integrity of the personality, children should learn to accept the cultural and social patterns not only in overt conduct but emotionally so that they can play their part in maintaining social order and finding fulfillment as men and women.

Social adjustment is not to something external, like gravitation. Social adjustment is how the child has been able to accept these early lessons, to live at peace within himself so that he can live at peace with others. Social order must be maintained by self-regulating conduct, by each individual doing and refraining from doing what is necessary for social order. Above all in a democratic social order which genuinely respects the human personality, each member of the group must be able to accept himself, to have a feeling of personal worth and dignity so that he will be able to accept others and to treat them with respect and dignity.

Self-discipline, then, is the major problem of our time. Can we maintain social order through the self-direction and emotional balance of the members of the group? This issue today is critical because the traditional beliefs and sanctions are passing. We have not yet found equivalent formulations, consistent with the new climate of opinion and our new criteria of credibility, to provide the guiding assumptions and directing conceptions we need to keep on seeking the enduring human values, the persistent aspirations of our cultural traditions.

Even those who still accept the older formulations are finding it difficult to persuade their children to believe as they do and to accept the supernatural sanctions they have invoked in their teaching. Moreover it is becoming evident that some of the law breaking and flagrant misconduct is exhibited by children who were brought

up to accept religious teachings and to fear divine punishment but who have lost these beliefs and no longer fear hell fire and damnation. Since they were law-abiding and moral only from fear, their loss of faith and rejection of those threats leaves them believing they can do anything they please without restraint.

### *What Can We Do Now?*

The tragedy of this situation is that we obviously need patterns of decent, orderly conduct but we cannot appeal to these individuals since their only reason for good conduct has disappeared and in addition they have become cynical and defiant. How can we rear children, without supernatural sanctions, to accept these human values and to cherish the aspirations toward desirable conduct and human relations?

While we await these newer formulations, we can affirm our belief in human nature, we can begin to trust human na-

ture, confident that if we give the child love and affection, a sense of belongingness and of confidence in the world and in himself, he can accept these many and onerous lessons and grow up as an individual who likes orderly, peaceable, cooperative group living.

The question is, What kinds of personalities are we fostering by our early childhood education and disciplining? What kinds of personalities do we prefer—those who outwardly conform but are inwardly rebellious, unhappy, disturbed, often hateful and destructive but stay within the law, or do we want really sociable, well-balanced personalities? In the face of the increasing social disorder and confusion, it will be more and more difficult for young people to achieve sanity, but if we give them courage to face life, confidence in themselves as human beings, they can attain the same, self-disciplined maturity that we all, despite our differences in beliefs and allegiances, really want for our children.

◆

**D**ISCIPLINE MEANS the putting of loyalties and knowledge to efficient use, the ordering of life in the light of understanding and toward the attainment of purpose . . . It involves the restraint of the impulse of the moment, the regulation of desire, the postponement of satisfaction, the sacrifice of immediate comforts and pleasures, the choice of the harder way when the easier way is open. . . . Without discipline a society, however vast its material possessions or great its membership, is helpless in the presence of crisis.—From *The Education of Free Men in American Democracy*. Educational Policies Commission, p. 76.

# World Citizenship-- Today's Problem, Tomorrow's Reality

*"... A peaceful future is dependent in a large measure on a mass production of world citizens. Whole populations must be freed from the provincialisms that now breed misunderstanding, hatred and war." What can the school do in producing world-minded citizens? What techniques and what materials does it already have that can be used for this purpose? Mr. McNutt, head of the department of education, The Woman's College of the University of North Carolina at Greensboro, answers these questions and tells why world citizenship is inevitable.*

DIVERGENT GROUPS have ever had great difficulty in living together or as close neighbors. It matters little whether the difference be color, faith, philosophy, or social customs. To those of one group, the actions or beliefs of all other groups seem "outlandish," literally out-of-our-land-ish. Our color is human; other shades are sub-human. We, in this particular group, think of ourselves as the chosen of God. We are the guardians of the true way of life. Our peculiar religion, government, economic and social customs are right and best. Other groups are barbarians, inferior races, infidels. Too often we decide we should cajole or force them for their own good into our way of life.

This provincialism is as old as history, young as today's newspaper. The ancient Jews abhorred the "abominations" of the Gentiles. The Greeks thought the non-Greek a barbarian. Currently, the Chinese refer to the Japanese as "monkey people." The Nazis claim to be a super-

race. "White supremacy" is the concern of many in Detroit, New York and elsewhere. The illustrations could be multiplied without end.

Yet here we are in a world made small by the steam engine, the automobile, the plane, the telegraph, the radio. Once distant peoples are now our close neighbors. Some of them differ in color; all possess some beliefs and customs we think "outlandish." And some are potentially more powerful than we ourselves. Can we live in peace and friendship with them? Or shall we prepare our kindergartners for World War III, come twenty years?

No social problem has a simple answer, but surely a peaceful future is dependent in a large measure on a mass production of world citizens. Whole populations must be freed from the provincialisms that now breed misunderstanding, hatred, and war. Though such mass production of world citizens is a tremendous and intimidating task, it is not impossible. There have been, and now are, many individuals who might be termed world citizens. We know their characteristics. We can isolate these characteristics and make them educational objectives.

The world citizen has historical perspective. This inevitably frees him from chauvinism, gives him a certain humility. He not only knows other cultures, he sympathetically understands them. He knows that there are many good ways to live. Though sensitive to variants and glad they exist, his point of departure is the whole, not the part; mankind, not

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ances. Individuals and groups he values for what they are, and he does not interfere with them unless their aggression threatens his own way of life. He is contemptuous of bigotry, social conceit, and vulgar self-interest. He is never a crusader.

Can we educate many individuals to such specifications? It seems quite possible, especially as the very conditions that have made inter-group relations difficult will now aid in the educative process. With improved and cheap transportation, we shall travel more. Travel is a great antidote for provincialism. We spin our radio dials and hear programs in other tongues. Some day we shall understand them. Our soldiers are scattered all over the world. They will return less sure that some alien customs are "outlandish." They will tell stories, write books. All this will help.

### *The School's Responsibility*

It is the school, however, that must assume the larger share of the responsibility for the mass production of world-minded individuals. The world citizen does not become such by conversion in middle years. He must be "to the manner born." Hence, it is in the elementary school that the firm foundations of world citizenship are laid. It is there that the fundamental slants on life can be formed and guided.

In attacking the problem, let us beware an old fallacy that has betrayed us so often. We want no *course* with a *book* on world citizenship. One might teach every child *about* world citizenship, yet have *no* world citizens. To know *about* is not necessarily *to be*. Rather, we should remember that the larger patterns of world citizenship are built on the smaller ones of school living: the repression of selfish behavior; the tolerant give-and-take of class and playground; the sympathetic understanding of children who are different; the

valuing of each for his peculiar excellence; the respect for personality; the disposition to cooperate, to evaluate objectively, and to suspend judgment.

Indeed, the teaching profession needs no new techniques to accomplish this purpose. It needs only to spread the use of some that already have proved their worth. As indicated above, democratic school living is the base of world citizenship. In addition, there are other less obvious materials and techniques that deserve enumeration.

First, the child should have a simple safeguard to his thinking. The demagogue, the rabble-rouser, the yellow sheet, all thrive on the provincialisms of certain groups. They play upon the viscera, not the brain. They inflame passions, lead to rash action, promote persecution and violence. They deal in catch phrases that stir the unthinking: Every man a king; pass the biscuits, pappy; plutocrat; robber baron; red; two hundred dollars on the first of the month. They carry elections, block understanding, and make difficult the living together of groups.

These appeals to provincialism are always via the viscera. Nothing so helps the brain to function clearly in the presence of appeals to prejudice as the habit of thinking in terms of criteria. Such a habit tends to eliminate bias, personalities, and vulgar self-interest. Yet it must be confessed that the teaching profession, as a whole, has neglected this phase of the child's education. Thus in school elections we have tolerated, even encouraged, an aping of the vulgarities of American political life. We have seen incompetents nominated, vote trading by partisan groups, campaigns, ballot-box stuffing, all because we believed it to be "democratic school living."

No opportunity should ever be lost to give children practice in thinking in terms

of criteria. It is possible on every level. Thus the first grade plans to dramatize *Little Red Riding Hood*. There should be no naming of characters by the teacher or nominating by pupils. Rather children and teacher should discuss the needs of the part and establish criteria prior to making any choice. Thus in discussing the part of the Wolf, it might be agreed:

The Wolf should be a boy.

The Wolf should be a big boy.

The Wolf should have a big gruff voice.

The Wolf should have big teeth.

The Wolf should be able to snarl.

The Wolf should be a boy who has not had a turn.

The problem then is one, not of voting, but of agreeing on the one who best meets the criteria. The result is a compulsion of intellect, not of emotion.

This procedure should characterize all group decisions, home room procedures, and the selection of representatives and officers. It should be a stable method on every level. It is not new, but certainly it is not general. The procedure promises to produce, indeed it has produced, the type of mind that can make wise decisions in the face of emotional appeal. When reduced to habit, it is an important element in the make-up of the world citizen.

### *The Possibilities Through Social Studies and Literature*

Although we have made great strides in the teaching of the social studies, we tend to be satisfied if our pupils *know about* our own and other cultures. To *know about* does not, in itself, insure insight. The point of departure in all social studies might well be the slang but fundamental question: "How do they get that way?" A very important variant of this question is: "How do we get that way?" If we

and our pupils sincerely pursue the answers to these fundamental questions, insight is certain and world citizenship is half realized.

Apropos the social studies, it should be noted that many of our textbooks tend to accentuate and perpetuate certain of our provincialisms. Many of our geographies continue to stress *race* although most reputable anthropologists reject it as an untenable concept. The latter hold that there is but *one* species of man and that it varies in color from black through the browns and yellows to white by imperceptible degrees. Further, it is a reasonable hypothesis that the fundamentally unimportant variations in shade are related to the environmental conditions under which certain groups have lived for countless generations.

Let us stress the *whole* before the part. Thus *we*, the species, inhabit a varied physical world. See what happens to *us* when we live in different environments for ages. The oneness, not the severalness, should be stressed if we desire to promote world citizenship. It is an important subtlety.

In both social studies and literature there is need for a re-examination of the materials with a view to a reallocation of emphasis. We are stressing many minor cultures almost to the exclusion of some of the great ones that mean so much for our future. There is a wealth of supplementary material on the Indians, the Eskimos, the Hottentots, the Arabs, the Swiss, the Dutch. There is relatively little on the Russians, the Chinese, the Latin culture to the south. Yet our future is tied to the latter rather than the former. The center of the new world is the Pacific Ocean, and our destiny is intertwined with that of the cultures on its shores.

If we are to have the Russians, the Chinese, the Latins as our friends, we ourselves

must be friendly. We must shed our irritating provincialisms, our bland assumption of blanket superiority, our arrogance, our hyper-sensitivity to fine gradations of color, our tendency to economic imperialism, and our suspicion of ways that are unlike our own. On the positive side, we must seek to understand them, to know and to give recognition to their specific excellences.

Basic to a widespread sloughing of our provincialisms and the development of a friendly appreciation of these great, and now close, neighbors is the development of materials for use in schools. We must know much more of how these peoples live and why they so live. We must know the stories they love, the games they play, the songs they sing, the heroes they revere, the God they worship. We must know how

they look at the world and at us. Only through such information can we gain the insight we must have.

Gifted teachers must turn their attention to the production of such materials. They understand children, their interests, their vocabularies. They are eminently fitted for the task. A great many are now engaged in graduate study. Let them consider this area as a fertile field for these problems. Although some graduate schools have abandoned the thesis requirement, and others restrict the area in which the thesis may be done, there are graduate centers that value highly the production of useful materials. Let the teacher with a flair for writing juvenile literature seek such a place and make a needed contribution to the cause of world citizenship.

## A.C.E. Regional Conferences

Six A.C.E. regional conferences were held during June and July, one in each of the Association's convention regions. These conferences and the A.C.E. community conventions held in May were planned to compensate in some measure for the lack of a 1943 national convention.

In each region one A.C.E. state association was invited to plan and direct a conference for that section. These groups went to work promptly. The result was that in at least six places in the country A.C.E. members met to share experiences, to discuss common problems and, by thinking and talking together, to discover improved ways of solving problems concerning children in wartime, children in school, children outside of the usual school hours.

There was time for greeting friends and making new ones, for fostering acquaintance between those of the region and the representatives of the Executive Board and the headquarters staff, time for luncheons, dinners and even breakfasts together. As you listened to the discussions you realized that these people had come together because they were genuinely concerned about children *now*. In the majority of the conferences there were not only educa-

tors but representatives of other agencies concerned with children, such as health, welfare, recreation, the church, and parent groups.

### Three questions seemed paramount:

How shall we give children in school today improved opportunities in spite of wartime limitations?

How shall we provide the necessary care for children of working mothers?

How may A.C.E. branches and individual members become more effective in their efforts for children?

### Notes from the six conferences indicate general agreement on such points as:

Whether or not mothers *should* work outside the home, they *are* doing it. The home, the school, the church and the community must share the responsibility for the guidance of these children in and beyond the usual school hours.

Regardless of wartime conditions schools must offer security to children and a chance for individual growth and development.

During the next two years it is of utmost importance that A.C.E. members and branches give special emphasis in their activities to the type of work indicated in the plan of action.

The scope of these meetings is indicated by the following figures: number of branches represented, 140; number of states represented, 32; total attendance, 1012.

# Discipline in the World of Childhood

*"It is not without significance," says Miss Washburn, "that we should now return to the word with the more rigorous implications"—discipline instead of teaching and training. Discipline is not a word to be afraid of, but rather one to reinterpret. "Like a hard, well-cut diamond, the word, discipline, has many facets." Miss Washburn, author of "Children Have Their Reasons" and consultant in child development in private practice in Boston, Massachusetts, reveals the many facets of discipline as it functions in the lives of children, helping them to carry on, without undue wastage of their emotional energy or that of others, their fair share of the work of the world and to enjoy their share of its benefits.*

INEVITABLY ONE of the by-products of these "times that try men's souls" is a tendency to take out for scrutiny and careful re-shaping concepts or philosophies which seemed adequate in the more easy-going days of peace. It is as if we said to ourselves, "We have been living on party food for quite a time. In what stead will it stand us now that we have a mountain to climb? Perhaps we need a little more of this and a little less of that in order to make our strength equal to our task."

As a matter of fact, parents and educators began even before the war to question whether ideas about discipline did not need revision, reformulation. With true American enthusiasm the pendulum had been allowed to swing too far in an effort to free children from last-century puritanical prohibitions and inhibitions, to emphasize

doing rather than not doing in disciplining them. Never too much of this good thing, freedom, seemed to be the philosophy behind the method, so schools and homes, relying heavily on interest to work miracles, reduced restrictions to the absolute minimum while our too-free children had their day.

"It is true, isn't it," asked the six-year-old child of an ardent disciple of this passing school of discipline, "that there is nothing in the world that anybody can make me do unless I really want to?" It would be very hard for any man in the armed services to understand how anyone could ever have reached such a conclusion.

"When you say it, you mean it and you do it," was the generalization made by a four-year-old child after his mother had effectively brought home to him his need to obey one of the many laws to which every human being is subject.

It is of course always important that parents and teachers should think about discipline. For many it has meant severe training rather than in the dictionary sense "systematic training, especially with a view to right conduct or prompt and effective action." Perhaps because "I must discipline" had come to have the connotation of bringing lessons home by means of suffering or punishment there had been a tendency of late years to talk about teaching or training rather than disciplining. It is not without significance that we should now return to the word with the more rigorous implications.

The word, discipline, like a hard, well-cut diamond, has many facets. It includes not only the training carried on by parents and teachers as they bring to the attention of the children for whom they are responsible the laws of the universe, whether physical or man-made, but also the teaching of experience. Much is learned by the individual in his efforts to accomplish, to direct his energy, to control himself. Understood in its broadest sense, discipline begins at birth and ceases only with death.

The purpose of adults in disciplining is unquestionably the creation (from the primitive little creature who is born to them) of an occupied, self-controlled, adaptable, socially mature person who can carry on, without undue wastage of his emotional energy or that of others, his fair share of the work of the world and who can enjoy his share of its benefits.

#### *What May Parents and Teachers Do?*

How are parents or teachers to go about it to help a child to become such a man or woman? Not a simple question to answer since now this method, now another brings home to children the wisdom of adopting a given manner of behavior, or the fact that he must work to attain his ends, or that it pays to exercise this or that kind of self-expression or self-control. Furthermore, the disciplining which has helped one child cannot help his brother or sister. Sometimes the teaching comes from other people, sometimes from an event or an activity, sometimes from the slowly awakening voice of conscience. Somewhere for everyone there is that fine line between too much and too little discipline which can make of him a successfully self-disciplining adult.

Most adults, when they find themselves bringing up a child, have a fairly vivid

picture of the kind of person they would like to have him become. It is probable that very few of them have tried to think out the daily steps by means of which they may attain their goal. Many adults continually do the right thing with reference to a moral code, but their behavior is calculated to influence just the one little situation with which they are confronted and has little reference to the succession of events which may grow out of the incident.

For example, once there was a four-year-old boy who coveted and took a little white moth ball which he saw while on a shopping expedition with his mother. Many a mother, very rightly wishing to teach a child not to steal, when her little boy shyly opened his fist on the trip home and revealed his treasure would have grabbed the moth ball, slapped the offending hand and said, "You naughty boy. Don't you know better than to steal things that belong to other people?"

Not so would the mother behave whose conviction it is that children do not learn merely by having a painful experience. One mother explained to her son, when the moth ball was revealed, that when she took things from the store she gave money in exchange, that until he gave some of his pennies to the clerk the moth ball belonged to the store and could not be taken away. On reaching home this mother helped her son to put the moth ball in an envelope marked with the name of the store and a special trip was made in the the important on-the-way-to-school time to restore it to its owners. This child developed an unusually good sense of property rights.

The first method might very well lead to confusion. Why, the child might argue, was it more sensible for his mother to take the moth ball from him than it was for

him to take it from the store? And what did "steal" mean? And what did a slapping have to do with it anyway? The second child would begin to know from experience what "belong" implies and one of the ways by means of which ownership could be transferred.

If disciplining has so many implications for adults who are engaged in it, children must also have their point of view about it. Too often it means to them an unaccountably angry or depriving grown-up who is demanding excitedly or anxiously that he cease doing something which seems natural or necessary to him or that he begin to do something (such as wash) which seems to him unrelated to anybody's needs or interests.

Every child who is worth his salt needs *to have* (food, things); *to do* (work, play); *to receive* and as time goes on *to give* (love and affection). Interested only in himself as he starts on the learning that is to be such a long, slow process, he will eventually learn that his dynamic and adventurous desires must be constantly tempered by those of the other people who share the world with him.

Children need two certainties in their relations with disciplining adults. They need to know that their adult has a code, a definite set of laws. They need to know that their adult will be consistent, unyielding and just in the administration of these laws, some of which, as they will learn, are based on biological facts, some on social or individual needs, some on the majority decisions of the community in which they live, some on the adult decisions of the family of which the child is a member.

Secondly, children need to know that their disciplining adult does not withdraw affection, does not love them any less even though, wittingly or unwittingly, the laws are slowly learned and repeatedly

broken. Censure in whatever form is hard to take and is too often taken by a child to mean that he is the unloved member of the family. "Everything that happens in this house gets blamed on me," as one child put it. The more clearly children can understand that adults also are subject to laws, the more acceptable discipline becomes. Instead of a punishing, demanding, jealous authority, the grownup becomes one who leads the way in a maze of regulations.

Whether or not discipline is consciously planned, every grown-up person goes about his or her disciplining in his or her own way. Various stages in the development of ideas about discipline are still represented in the population at large.

### *Stages in the Development of Ideas About Discipline*

Perhaps the earliest disciplinarians were those who may be characterized as the mother (or father) bears. These people belong to the "beat-'em-up" school. In groups in which the mother-bear type of discipline prevails, the laws are carelessly thought out, may be based rather on convenience than logic, and are administered with intermittent attention. Infringements are punished with cuffs and a second infringement may or may not meet the same treatment, depending upon whether the mother bear happens to be awake or asleep, serene or irritable.

The great advantage in this type of discipline is that it retains a free, almost childlike interchange of feeling between disciplinarian and disciplined. Sulky children are not very often found in these households. Mother bears are just as capable of cuddling as they are of cuffing and the children usually find the world a warmly affectionate and relatively secure place. But the grownups who emerge from

these households have to find out about the irrevocability of law for themselves. Consequently they often remain irrational and impulsive. The primitive nature of this method is emphasized when one realizes that children almost always administer lessons to other members of their social group by the mother-bear method.

Next in the evolution of disciplinarians we may guess that dictators appeared. Those who belong to this school think that they have only to speak—command, prohibit, inform—and expect that the child will spring into action and from then on behave accordingly. "He knows better than to suck his thumb. I have told him and told him not to," is the puzzled complaint of the baffled dictator. A household—like a national dictator—needs an army if dictates are to be enforced. Among children, as in nations, inertia and self-interest make law breakers. "Go and wash your hands," said an exasperated dictator. "Don't I always send you from the table to wash your hands?" "Once you didn't," was the cheerful reply.

Dictates and commands belong in every household and schoolroom but until they have been enforced so often and so regularly that they become habits, one cannot expect constant compliance. The teacher with patience to repeat the "Go and wash" command consistently and persistently will eventually have a child who feels that something is wrong if his hands are not comfortably clean as he takes his seat at dinner. Just as city dwellers become accustomed to the traffic noises, so the children of determined dictators become so accustomed to the commanding voice that they remain uninfluenced because they actually do not hear the command. Dictates are attention-compelling when infrequently resorted to and should be outgrown by the time a child is twelve or

fourteen years of age—early adolescence.

The association type of disciplinarian uses both positive and negative means to teach lessons, to discipline pupils. Believing that an individual will continue to behave in a way which pays dividends, the appeasers and rewarders see to it that good behavior is followed by something very pleasing, while punishing adults, more concerned about sins than virtues, inflict pain hoping to prevent repetition of a slip. Both methods have their place, but alert children are quite capable of deciding that the earned nickel is all very well, but they may as well forego it and treat themselves to a mother-made bed today or that a trip out of bounds is really worth the spanking which is sure to follow. The rewards and punishments which help to create a self-disciplining adult are those which are based on the vital needs or interests of the rewarded or punished person. Thus the child who needs to succeed will learn to expend the necessary energy and toil to produce the long careful paper which merits the A and the teacher's commendation. And the child who is inherently sociable will give up his temper tantrums if using them means spending time in a room by himself.

Unquestionably the most civilized disciplinarians are those who are the farthest along the evolutionary process which Dr. Patrick so well described as "mind emergent"—those who (like the mother of the little boy who took the moth ball) see an incident with relation to the whole, who patiently and intelligently bide their time and seize their opportunity to teach by living.

A second four-year-old boy once saw in a ten-cent store a little yellow duck like one his aunt had given him. He reached up to take it as naturally as he would have taken the one from his aunt's

table. His mother saw *her* opportunity and said, "Where is your nickel? Before Aunt Nancy could have one of those ducks to give you, she gave the man a nickel." The child looked at her earnestly and replaced the duck. Weeks later, after his first trip to the dentist's to have his teeth cleaned, he produced a nickel from the pocket of his sailor suit at the end of his treatment and gravely handed it to the dentist who accepted it equally gravely. In so simple a lesson an economic law had been deeply understood.

Every type of discipline has its place. Now one, now another method is useful. In every situation the disciplinarian should ask himself, "How can I best teach now?"

### *The Varieties of Personalities To Be Disciplined*

Equally possible would it be to characterize those to be disciplined—the children with whom the disciplinarians find themselves confronted. Most noticeable among them are the rebels. Even among infants one finds those who are against the government. Sometimes this is because the government has been too dictatorial and the child's proud spirit rises to the challenge. Every day we find evidence in the papers that the spirit of freedom thrives on abuse. Sometimes one must recognize that a child has a high degree of aggression in his personality make-up and that learning to live with his aggressiveness must become one of his major objectives in self-discipline.

At the other extreme are the children who need to be good, who lose all color in their effort to do and to be just what their disciplining adult wants them to do or to be. The adults responsible for such children need be only a kind of sign post pointing the way. Errors on the part of the children are due to inexperienced judg-

ment, seldom to willful naughtiness.

Mrs. Brown, who had rather a stormy time with her first three children, rejoiced when the fourth wanted to wash, wanted to do his home work, wanted to run her errands even during playtime. "At last," she thought, "I have the perfect child." Later she found, however, that her rebels were making better citizens. Accustomed to sharpening their wits against hers, accustomed to coming off worsted at least part of the time, they were better able to take the discipline meted out to every active person by his daily living. The apparently perfect child, unaccustomed to discipline, was less able to "take it."

Then there are the children who are slow to react and who need to be prepared for requirements ahead of time. They like to know, and live through in anticipation, each step. But their sisters may be children whose lively imaginations, taking the negative form of worry, make of anticipation so tiring a thing it is better not to prepare them too long in advance for events that are to come. Life will teach them that anxiety usually overdoes possible difficulties and dangers, so there is small probability that sparing them anticipation will weaken them. It is only wise to protect them until they have experience to make them philosophical.

These few descriptions merely suggest the infinite variety of personalities to be found in any household, any classroom, and that each person learns to take over the task of self-discipline in a highly individual manner.

### *The Ideal Disciplinarian*

The ideal disciplinarian does not demand submissive obedience as we are told teachers in Nazi Germany do. No one should be so powerful, no one can so often be right, that it is fair to require unques-

tioning obedience. The ideal disciplinarian plans to give a child exercise in developing his own judgment, making his own choice whenever there are several alternatives (which of *these* dresses will you wear today?); but also gives exercise in obedience in situations where there is no alternative. The issue is never clouded by such a question as "Do you want to go to bed now?"

The ideal disciplinarian does not ignore or avoid issues but sometimes, biding his time in order to have hour and place suitable, talks over and makes it possible for the child to give positive expression to his confusions. If the question about where babies come from is asked while calling on friends, it may be temporarily shelved to be returned to later when this question and others that are related can be fully discussed.

The ideal disciplinarian tries not to say, "Please don't" without thinking of a "Please do" or "You may" or "Here is this forgotten and fascinating job" to use up the abundant energy and interest of the child which was trying to find its way out in some ill-chosen way. Dickens has given us an impressive picture of an individual interrupted in a desired activity and unable to accept an alternative, in his description of the bride whose husband disappeared on the wedding night. She spent the rest of her life in her wedding garments seated at the head of the banquet table. How different a picture from the present-day war brides who courageously give up their husbands and then enlist in one of the auxiliary services.

The ideal disciplinarian arranges group experience even for very young children in order that they may begin to learn at once that no one lives alone in the world; that though there is a definite place for the individual, he cannot be a complete

person unless he can assume his share of responsibility for the others in his group. Moreover, even at home, it is made clear that the living room cannot be a comfortable place for all if the possessions of one member of the family so clutter it up that others cannot find place for theirs.

Above all the ideal disciplinarian helps children learn that immediate satisfaction may be an empty hollow experience while enduring suspense and waiting and working for something results in the major satisfactions of existence. The penny spent today for the lollipop provides fun for five minutes. Today's penny put with tomorrow's and next week's pays for a little car which can be a possession and resource for months.

Any mountain climber could write an excellent treatise on discipline. He knows that it takes days and months of skilled attention to diet, exercise and rest to prepare his body for the task. He knows how many choices must be made in the course of these preparatory months between merely pleasant activities and those which contribute to his objective. He knows how much he must learn before he can hope to succeed. He knows how much courage it takes to face the magnitude of the task. Above all he knows the keenness of the satisfaction to be found in the successful completion of each hard part of the climb, every satisfaction to be climaxed when the summit is reached and his months of self-discipline prove themselves to have been worthwhile.

The disciplinarian most likely to succeed is the one who has enough wisdom to know that "the heart has reasons which the reason does not know," and the insight to be aware of what the heart's reasons are in the case of the child being disciplined.

## II. DEVELOPING CITIZENSHIP CONCEPTS

### "... AND YOU CALL THIS A FREE COUNTRY!"

An editorial on the socialization and the development of social concepts by children in the middle years—approximately eight through twelve.

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### WE BUILD FOR CITIZENSHIP

A story of how two New York City schools—Public School 33 in Chelsea and Public School 194 in Harlem—are building for world citizenship in a practical and challenging way.

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### FORT WASHINGTON COMMUNITY HOUSE—AN EXPERIMENT IN FRIENDLINESS

How a community center was made possible through the initiative of the school and the cooperation of other community agencies.

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### FORUM ON RATIONING WITH SEVEN-YEAR-OLDS

What attitudes are children developing toward social and economic controls necessitated by the war? This discussion of rationing gives some insight and challenges teachers to be more intelligent in their interpretation of these controls.

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### WHAT OF TOMORROW'S CHILDREN?

A point of view by a British citizen concerning the most effective use of residential war nurseries after the war.

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*Courtesy of Louise M. Gross, Southeast Missouri State Teachers College, Cape Girardeau.*



TURN ABOUT IS FAIR PLAY

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## "...And You Call This A Free Country!"

**B**EHIND THESE QUOTATION MARKS one might expect to find a picketing striker under arrest or perhaps even the outraged editor who was refused his citizenship because he had written in praise of Hitler. Not at all. The words are those of an eight-year-old rebelling against the seemingly unjust authoritativeness of an adult.

We smile involuntarily as we sense the child's magnification of his own feeling of being abused. Yet, it is really no laughing matter—this first beginning of an identification with freedom; this union of a small, deep personal feeling with a large, vague impersonal idea; this young search for principles to live by. It is in fact the germ of what we so glibly call the socialization of the child.

The middle years of childhood represent an important span of growth in this socializing process which we have not probed nearly as intensively nor as successfully as we have the years which precede. For the nursery years, we have established development goals—the creation of personalities of maximum security, confidence, spontaneity and minimum anxiety, suspicion, stereotypy. We are learning fast how to accomplish these goals by creating an atmosphere of warmth and protectiveness; by giving full opportunity for the child to express and experiment; by being temperate in the control we exert; by understanding conflict, regression and hostility. Presumably, this is the path toward a society of more emotionally stable individuals less likely to generate in the future the hate and horrors of these days.

For the middle years of childhood our goals and methods are far less clearly defined. Moreover, we feel far more uncertain about the psychology of this period of development. All the more reason for formulating what we do know as a foundation for further discovery.

**D**URING THESE MIDDLE YEARS the child achieves his release from immediacy. He begins to understand life in its more general aspects apart from purely personal or individual experience. Most important to the total process of his socialization is the fact that he does not gain this maturity in a vacuum. His new ideas are not ideas alone. They are embedded in values just as his babyish responses were embedded in feelings. He learns, for example, that there

are many nations, many cultures extant in our world. Tied with this information, he will inevitably grow a feeling about his own culture in relation to other cultures. It may be a feeling of smug superiority or complete indifference or reverence for the inventiveness of human beings. It may become an itch to reform or a desire to conquer or a simple impulse to give and take. That depends on his teachers—and his parents.

**C**HILDREN'S CONCEPTS OF OTHER CULTURES, as well as such general concepts as freedom or justice, emerge slowly during these middle years of childhood. It is a long jump from an understanding of what is "fair" on the baseball diamond out in the school yard to a concept of justice that must embrace the relations between classes and nations and races of men.

Education in the elementary school must be concerned with finding ways for helping the child across these jumps, for building bridges to span the distance between the personal and the impersonal, the concrete and the abstract. Surely part of our present-day social dilemma can be laid to the account of the education of the present-day generation of adults for whom the impersonal—history, government, politics—remained so impersonal, so abstruse that it was put with the textbooks instead of becoming part of people's lives.

More than all else we seem to be concerned these days with the teaching and learning of democracy. We tend to depend too largely upon such relatively external forms as student self-government and class committees to do this teaching for us and are too easily content when the children have learned the form although they may have missed the substance. The substance of democracy, no matter how complex its expression may ultimately become, is simple. It is composed not of tolerance but of acceptance. Its basic assumption is the equality of human rights despite differences. It flourishes successfully where there is a warm, wholehearted acceptance of differences as the primary resource for creative human living. This kind of democracy can be, should be, experienced by children at home and at school.

**T**HE BASIC LESSON IN DEMOCRACY, which the child is very ready to learn and apply in his middle years, is the feeling of having been treated democratically, especially by adults who are his natural authority. For the teacher, this is no mean challenge. It means an emotional acceptance of children as well as an understanding of their mixed feelings and half-finished concepts during the years of growth. For the children, the attitudes, the values, the ideas which mature in the soil of a personally-felt democratic experience will deepen with the years and make them active in the continuous creation of a "free country" to live in.—*Barbara Biber, psychologist, Bank Street Schools, New York City.*

# *We Build for Citizenship*

*Here is a story of how two New York City public schools are building for world citizenship by recognizing the importance of learning to live together in groups, of having satisfying jobs to do, and of meeting the growth needs of individuals. Here are the disciplines of world citizenship at work in a practical and challenging way. Miss Franklin is director of the All-Day Neighborhood Schools Committee of the Public Education Association, New York City.*

THE GOAL OF TWO demonstration schools in New York City—Public School 33 in Chelsea on the lower west side of the city and Public School 194 in Harlem—is for the children to learn democracy by practicing it. It is to make of each class a dynamic, functioning organization—an organization whose members form plans together and carry them out; who learn to share, to give and take, to accept responsibility. Various classes in the schools are also undertaking needed services to the school as a whole. These services are tending to break down barriers between class and class and to make small communities of the two schools.

Public Schools 33<sup>1</sup> and 194 are reaching out beyond their own walls and seeking to become a living force in the neighborhoods of which they are a part. The activities and the thinking of the children are being affected in tangible ways by this participation in neighborhood life. The schools are open all day, winter and summer. Four hundred children attend play centers from three o'clock until five so that citizenship by group participation is taught according

to an integrated plan of in-school work and after-school play.

It should be said at the outset that these schools are in transition. The demonstrations were undertaken last fall by the board of education under the elementary school division, with Assistant Superintendent Benjamin B. Greenberg as its representative, and with the advice and cooperation of the Public Education Association, a private organization in the city. Since the board believes that a process of modernizing should take place from within rather than from without, with no change in the regular teaching staff, and with no undue pressure upon teachers to modify their programs, the process of transformation is by no means complete. Indeed a visitor to either school might observe teaching methods which vary from the most formal to the most progressive. Evidence seems indisputable, however, that the effect of the new program is definitely felt in the schools as a whole and that every teacher in them is coming to place less emphasis on formal instruction and more upon the growth needs of the child.

Differences in the schools should also be pointed out. The plan has been in operation in the Chelsea School for six years where it was initiated by the City and Country School Extension Service and carried on by the Public Education Association with the cooperation of the board of education. Public School 33 is old, shabby, bare, an-

<sup>1</sup>The courageous leadership of Ruth Gillette Hardy, principal of Public School 33, during those early years made possible the adoption of the Chelsea School Project as a demonstration by the board of education in two schools starting in the fall of 1942.

tedating the Civil War. Public School 194 is a magnificent building only three years old. The two schools so different in appearance and in the make-up of their student body have one striking point of similarity: both are in economically depressed areas. For the most part homes in Harlem and in Chelsea are crowded tenement flats with a sprinkling of cheap furnished rooms. The families of Public School 33 are largely of foreign extraction with Italians, Greeks and Puerto Ricans predominating. Fathers who have not been called to military service are working either in war industries or as longshoremen, truck drivers or keepers of small shops. The pupils in Public School 194 are one hundred per cent Negro. The parents are working in war industries; many mothers are domestics.

In the light of the fundamental aims of the schools it seems important to describe very briefly their administrative setup. The entire program is under the direct supervision of the principals. Six regularly licensed teachers, working from eleven o'clock to three, were assigned to each school to help the teachers modify their programs and to conduct the after-school play centers. An educational director, provided by the Public Education Association, assisted both group and classroom teachers, and a social worker, also supplied by the Public Education Association, was assigned to Public School 194.

It is inconsistent with the procedures of schools whose aims are to teach citizenship through the institution of democratic procedures in the classroom to set up rigidly prescribed ways in which group and classroom teachers are to work. Accordingly the group teachers understood they were in no sense to be "experts." The position they were given in the beginning, and have steadily maintained, has been that of

helpers to the classroom teachers and leaders of the groups in the after-school play centers. In a general way the group teachers have provided enrichment for the programs, but the exact way in which they did this depended wholly on the individual teacher and on what she felt to be her need and the needs of the children at the time.

### *The "Service Job" Plan*

In discussing the program in actual operation it should be emphasized again that in Public School 194 it was wholly new. Daniel G. Krane, principal of Public School 194, encouraged the teachers to proceed very slowly, to break the classes into groups and not to expect the children to change from a formal situation to one requiring the exercise of more responsibility and self-discipline except as they showed themselves really able to do so. Gradually this happened.

Block building was introduced into the first three grades; trips, dramatics, painting, clay modeling, rhythmic dancing, carpentry and other activities became part of the regular classroom work. The teachers expressed increasing enthusiasm for the new program. They began to see changes in the children in a comparatively short time. With greater security and lessened tension, with the opportunity to engage in joint enterprises, the pupils were showing lessened hostility and a more cooperative spirit. For example, the teachers of the first two grades spoke of the way in which the use of blocks—a material which challenged the children's interest—was leading those who had been more shy and withdrawn to assert themselves and to enter into group activity.

The "service job" plan is peculiar to the demonstration schools and is an adaptation from the City and Country School where it was developed by Caroline Pratt. In

keeping with this plan one of the classes in Public School 194—the fifth grade—decided early in the fall to take responsibility for the school library. They catalogued one thousand volumes, visited the branch public library to learn proper cataloguing methods, and then took over the receiving and giving out of books to the other children.

As the fifth graders became more familiar with the books they began to advise the younger ones about their reading. Later they formed groups that would alternately read aloud or tell stories to the younger grades. The work of the class in literature was correlated with their service job.

Soon other jobs were instituted. A fourth grade class ran the school post office. Mailmen made their regular rounds twice daily with school mail. Stamps were sold at the post office and packages for mailing were taken to the real post office outside. History and geography were correlated with this job. Of course the children learned about the mail system in the City of New York and would pause in their rounds to answer eager questions put to them by the others. The sale of war savings stamps seemed legitimately part of the post office work, so the children took this over from the teachers who had been managing it. They proved very efficient and careful, but before long the volume of their sales became so great that it was necessary to make this a separate service. It was given to the fifth grade who proved equally efficient. Over \$4,000 worth of stamps and bonds were sold by the children in Public School 33 without the loss of any funds and, in a shorter period, at Public School 194 \$1,000 were sold, again with no loss of stamps or money.

The management of visual instruction material—films, slides and scrap books—

was taken over by the sixth grade. These children showed all this material to the other grades on request, often with running commentaries prepared by themselves. They posted on the school bulletin board brief, pithy "reviews" which they had written about the films and slides.

Another grade—the third—sold penny milk to the school, conducting the sale as a regular business, making out sales slips, keeping the sale ledgers and making deliveries regularly.

Two classes became deeply interested in Negro history and in the contributions to American life made by the leaders of their race. There is a great dearth of simple material on Negro history and these children prepared some themselves, hopeful that it would later be used by other children.

Always the academic learning was integrated as closely as possible with the service jobs. The process of integration is by no means complete, but it is well under way. Reading, writing and arithmetic are becoming tools of action. Interest in history, geography and other subjects develops naturally from the services rendered by the children. It is important also to stress the fact that each class carries on one service job for the entire year—a plan which provides a unified experience for the children.

### *The Play Center*

Six hundred children applied for admission to the play center in Public School 194 which unfortunately, as has been said, could only accommodate two hundred. In giving reasons for signing the application blanks the mothers wrote, "To keep them off the streets."

To the Harlem children this was a wholly new experience. To most of them "play" had meant little more than dodging balls in and out of traffic, snatching

things from the corner stores, or simply hanging about the streets. They had only the vaguest ideas of what they really wanted to do. Above all, they did not know how to work or play together. Many were quarrelsome; some were exclusive and cliquish; there were serious behavior problems in the groups.

In time they began to find themselves. As the "Young Workers" began building a model airport, as the "Musical Debs" planned an operetta, as the "Good Health Club" developed a lively interest in everyday happenings, the children grew more cooperative, accepted new members more readily, developed standards of workmanship, and the teachers reported a striking change in children who had been hostile and troublesome. It had been the teachers' practice to stand outside of the school at three o'clock to break up fighting which occurred regularly, but long before the end of the year they were able to give up the practice. A club of boys assumed responsibility for serving the refreshments to all the clubs and they carried out the work very efficiently.

### *The Program in Public School 33<sup>2</sup>*

In Public School 33 where the plan had been in operation for six years with a shifting temporary staff the presence of a permanent group of regularly licensed teachers was soon felt in the rapid progress that was made. The various service jobs were carried on in this school as they had been in the past. The class which had the visual instruction material developed interest in knowing more about the machines than just operating them. One afternoon

<sup>2</sup>Both schools maintain all-day summer play schools through July and August. The play school at P. S. 33 has always been affiliated with the Play Schools Association. The play school at P. S. 194 is being supported this summer by Play Schools Association and is staffed by the regular case worker and some of the teachers from the winter school.

a neighboring health center had planned a motion picture show. The audience was gathered and there was no operator. A group from this class managed the showing adequately.

The library at Public School 33 has been conducted by the sixth year class. This year the classroom teacher wished to correlate the library work with the children's study of literature. The children made slides to illustrate stories to use with the younger children. They made a very interesting comparative study of the story of *Bambi* as developed by Salten with Disney's version which was operating in the local theatres. They decided that they liked Salten better and in making their own version they remarked, "If Disney can change Salten we can change both Salten and Disney." After showing the version of their script to the school they were invited to present it for a class in New York University. The comment of those who went with the children to the University was, "It is a real pleasure to be with those boys and girls."

It is always the aim in the teaching of the social studies to draw an analogy to present-day problems. The class that was studying Mexico gave a play called "The Mexican Fifth Column," in which they depicted the struggle of Montezuma's people for freedom and brought Mexican history to the present. The boy who had the part of Montezuma had been a difficult child—hostile, withdrawn, repressed. He acted his part with real power and delivered Montezuma's authentic speech which he had, on his own initiative, looked up in the library.

The children of Public School 33 showed a decided gain in "neighborhood mindedness" throughout the year. A corps of the Coast Guard is stationed in barracks near the school and the children declared they

wanted to do something to make life more comfortable and homelike for the men. "Can't we go over and make their beds for them?" one of the girls asked anxiously. Instead, many of the children made things in the carpenter shop, such as book ends and shoe shining boxes. At a neighborhood entertainment one of the after-school groups gave a spirited musical skit for the men which was very well received.

Later some citizens of Chelsea were planning to hold a meeting in order to rouse an interest in providing day care facilities and asked the children if they would give a short dramatic episode showing the need for day care. The play, a simple improvisation, was based on their own real-life experiences and was deeply moving.

Three times the children in both schools have exchanged visits to witness each other's dramatic presentations and to get acquainted. Before they went to Harlem some of the children from Public School 33 expressed anxiety about the trip and one boy displayed a knife, saying, "Nobody's going to mug me." But as they came home they said how pleased they were to find Harlem as peaceful and the children as nice as elsewhere in the city.

### *A Pageant and a Fair*

In the middle of June two events took place which seemed to typify the best aspects of the programs in both schools—a pageant at Public School 194 showing the history of Harlem, and a fair carried on by parents, teachers and children of Public School 33. Though many notables, citizens of Harlem, and members of the board of education, as well as Mrs. Roosevelt, were present at the pageant, it was wholly the product of the cooperative effort of the five hundred children—the product of

their work in the classroom and in the recreation center. Even the youngest contributed to the festivities. Some of the costumes were sketchy; the background consisted only of two lovely paintings. But from the moment the words of Langston Hughes, "I am a Negro, black as the night is black," were uttered with great dignity by a chorus of voices, the audience was visibly moved. As scene followed scene—the dance of the Indians; the coming, first of the Dutch, then of the English, later of the slave ships; the toil and sufferings of the slaves in the South depicted in rhythmic movement to the accompaniment of plaintive Negro spirituals; the contributions of the Negro in ragtime and happy music and laughter to America; the growth of Harlem from a wilderness to a part of a great city; the dance of the Four Freedoms and, finally, the Negroes working and fighting for this war—it seemed that these Negro children had really learned citizenship, in fact taught the adults who were their teachers.

The next evening the old building which houses Public School 33 was transformed into the colorful scene of a country fair. The rooms were overflowing with parents, teachers, friends and children who danced and sang, bought and sold, and made six hundred dollars to keep that school open through the hot summer months. Many of the things sold had been made by the children who stood behind the counters with their parents and the teachers. The Coast Guard band, their friends and neighbors, played for them.

These are indeed schools in transition. But we believe that enough has been done to establish a pattern, a pattern by which all our schools can help to make democratic citizenship not an empty phrase but a living reality to children.

# Ft. Washington Community House

*How a community center was made possible through the initiative of the school and the cooperation of other community agencies is told by Kathleen Tracy, principal of the Morgan School, Cincinnati, Ohio.*

FORT WASHINGTON Community is that old historical section of Cincinnati just east of the business section, usually called the Basin. In the early days the first families selected this area for their fine and gracious homes. Here they established the city's cultural center—the art museum, the Rookwood pottery, the historical and natural history museum.

As increased trade and railroads made Cincinnati prosper as a business center, they left these homes to that large group of immigrants, skilled laborers, and craftsmen, pouring in from Europe, seeking an opportunity for a better life. On each terrace of Mt. Adams a distinct pattern of life took shape. The Germans, the Welsh, the Irish, zealously guarded their old world traditions, their churches and institutions. Mt. Adams became a neighborhood of spires.

Machine politicians here found a fertile field. For these new Americans they formed recreational and fraternal clubs which soon became political organizations. The district and ward bosses soon learned to know the needs and interests of every family. For political gain, they exaggerated their differences. Racial and religious intolerance flourished and the old "eighth ward" at the foot of Mt. Adams became known to political bosses throughout the nation. The importance of material wealth

and every man for himself were typical "philosophies" of this era.

As the immigrants prospered they, too, left their homes in smoky downtown Cincinnati to another group crowding in from the rural and mountain regions of the South—the poor Negroes and even poorer whites, the "hillbillies." To these people education as well as opportunity had been as only a dream to be acquired by the favored few. Used to the hard but simple life of the country they were confused with the complicated life the city presented. The churches, the schools, the traditions of Mt. Adams were unlike those to which they were accustomed. They were used to poverty and endless work, to families starving. They had toiled for long hours to wrest their meager living from the soil.

But they had something that many families with more money and bigger homes did not have. They were fond of one another, kind to one another, and each of them had been accustomed to do what he or she could to make their home, wretched as it was, a pleasant home for them. They had loved their truly beautiful country. They were deeply religious, intensely loyal to their own—a neighborly, hospitable people. They found no response in the churches. They resented the hostility and patronage that greeted them.

When I came as an elementary principal to serve these people, I was shocked at what I found. For as an adolescent girl I, too, had come from a rural section of Kentucky. I had always been proud of being a Kentuckian. I knew how much these

people had to offer to our city, how they believed in the schools, how eager they were for a better chance for their children than they themselves had had. As the churches left the area the school was the only agency left which could reach and affect all the people through their children. The aid of the home was necessary if we were to solve our school problem.

Every classroom teacher realized how meager had been the offerings of the country schools; how much patience and sympathetic understanding were needed if parents were to help us. In informal meetings we talked about what we might do to explain a little more clearly the program of the city schools. How hard it was for the poor whites to accept the fact that their children had to sit and work with "niggers." The colored children were even more sensitive so that settling the after school fights—the "rockin'" that the topography of Mt. Adams helped—made almost a full-time job.

### *The Mothers Become Interested*

We felt there were several things we might do to improve the situation. We started our experiment in friendliness: 1) we adopted the country custom of taking a little flower or a cake when we made a call to see the new baby; 2) we encouraged the growing of flower "slips" at home and at school; 3) we made donations, sometimes the use of a car to take a family to a funeral; 4) we urged parents to come to school to talk over their problems; 5) we greeted them in a friendly way.

In a short time we were able to ask in small groups to talk about such things as: 1) how to make your money reach, 2) what to do when white and colored children quarrel, 3) how to make over old clothes so that children will be proud to wear them, 4) how to put weight on

skinny children through improved diet.

At each of these meetings we found a little "bait" helped. Committees of mothers, older girls and teachers served tea to all who came to our assemblies.

We were fortunate in the government services that were provided—a WPA cook and regular supplies of excess commodities which assured us a feeding program. The American Red Cross was glad to help. It not only sent us menus of balanced diet for supplemental feeding, but a nutritionist to work with the mothers. A most understanding former teacher of Morgan was also asked for help. She was now in charge of a school in an economically favored section of the city. She made her PTA aware of our need and interested them in sending old clothes to be used at Morgan. Teachers also solicited from personal friends and soon we had quite a lot of very fine clothes that had been discarded elsewhere.

Instead of giving these clothes to the "poor" we planned a rummage sale. The mothers whom we had asked to help agreed with the staff that in this way we helped the school and each other. Many whose pride made it hard to take charity felt smart in buying "New York models" at a great bargain. In order to serve those in greatest need, we saw that nothing sold for more than a quarter; many bargains were on the five-cent and even penny table. No one was permitted to buy any clothing either for herself or any member of the family unless it was quite suitable or could be made so. The WPA and the household arts teachers were most helpful in the remodeling. Two weeks after the rummage sale we had a fashion show.

In the winter when many hands were chapped we had a "mitten day." All the mothers who could came to school to sew mittens, not only for their own children

but for those whose mothers had to go out to work. A teacher brought in some mittens from Switzerland as a pattern. Everybody helped and we turned out mittens the children treasured. We were proud of what we had made from materials valued at nothing at the rummage.

### *Other Organizations Are Invited to Help*

There were many organizations working independently in our area, but we found much duplication, much overlapping, little concerted effort, and limited accomplishment. We invited two adjoining schools and all the agencies working with our children to join with us and formed the Fort Washington Coordinating Council.

It was not the purpose of this Council to create new agencies but rather to bring about a greater awareness of the problems in our neighborhood and to pool resources to help solve them. The monthly discussions by professionals and lay leaders brought about better understanding of the needs, and better programs as well as much friendlier relations between the workers resulted.

In talking and working with our mothers we found that they felt the most fundamental need was "more refinement." They wanted what better favored areas had—a library, a place for church school, a place where they could meet. Opportunity came when the city built a new viaduct. As part of easement for the viaduct the city had purchased a house which the engineers used while construction was going on. The city government, not wanting to establish another example of bad housing, offered it for community use.

The Council accepted, realizing that no agency had a budget to finance a new undertaking. Talking it over and plan-

ning found a way. The public welfare department of the city had the house cleaned and painted by men from the transient bureau. The Council of Protestant Churches was offered the use of it for weekday religious classes. In exchange, one of the large Episcopal churches paid the fuel and light bills. The associated charities found a couple to act as custodians.

Interested friends and civic groups contributed old furniture and money to repair and refinish it. The children in all three schools helped to fix it up as a "show house" in the community. The donation of a piano made a place for talented children to practice their music lessons. The Catholic Youth Organization and Young Men's Christian Association met their clubs at the house and escorted them to playgrounds and recreational centers. A group of colored mothers agreed to see that the curtains were always fresh. Older girls assisted by their teachers made draperies from material donated by a local upholsterer. Older boys made and cared for window boxes and window gardens.

Everybody proudly calls it "our house" and everybody is eager to work to restore its original beauty, to make it a beacon in our part of the Basin. Fortunately the house is small and well designed. The results of our work and money soon showed.

It is a fine thing to walk down Ellen Street and feel that our teamwork has helped restore this lovely colonial house to a place of importance in the community.

As Christopher Morley so well said:

I'm glad our house is a little house,  
Not too tall nor too wide.  
I'm glad the hovering butterflies  
Feel free to come inside.  
Our little house is a friendly house;  
It is not shy or vain.  
It gossips with the talking trees,  
And makes friends with the rain.

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# Forum On Rationing

## With Seven-Year-Olds

*What social and economic concepts are these seven-year-olds developing as a result of their experiences with rationing? And what disciplines are herein evident? Miss O'Brien teaches these children in a Garden City, New York, public school.*

SINCE THE OPENING of school in September, the topic of rationing has been our big interest. In the daily discussion we have covered the news in our own way, attempting to understand these three big ideas: 1) how to get enough food and supplies for our armies here and overseas, 2) how to get enough food for our allies, and 3) how to get enough food for our own people.

In building an understanding of these three big ideas, others have come into our thinking and discussion. For example, it is better for all to have a little than for some to have a lot and others none at all or not enough. We must take better care of what we have and make it last longer. We should eat all our food and not waste any. Children should have more milk than adults when it is rationed because they need it for their new teeth. (This understanding dates back to first grade when we studied about our teeth.)

When the troops landed in North Africa, we looked at the map of the world to see where Africa is. We asked each other if there could be any connection between invasion of North Africa and gas rationing on the east coast. Several responded, "Yes, if there is gas in storage on the coast in New York and Boston, it

must be put on ships and sent away instead of waiting for trucks and trains to bring more here. This would take longer."

When butter became scarce, our discussions reached a real high in the play-fair concept. Several families had been without butter for three days. One child volunteered that his family could get butter because the maid was a friend of the grocery clerk.

"Well, we couldn't get a half pound," said another.

"Oh," said the first child, "we always get a pound. My maid's boy friend gets it for us."

Thereupon one little boy stood up and said, "You should have sent half of it back because when you took a whole pound somebody else had to go without."

"My mother and I were in a market yesterday and we were getting some meat, a slice of ham. A lady next to us told the butcher that she would take what was left of the piece. The butcher said, 'I can give you a slice, but not all of it.' 'But I have money to pay for it' said the lady. The butcher said, 'So has everyone else in the store, but I am not going to let you have it all for then someone else would have to go without any.'"

In our decision to buy a Christmas tree, the influencing factor seemed to be money waste. Each of us would have to bring ten cents to pay for it. We could each buy a war savings stamp instead.

In deciding about Christmas presents, the children wanted to make something that would be useful and not cost much.

"We had chemicals left over from the bazaar last year. Let's use them," said one child. "We could make a colored burning log."

We looked over the chemicals and found there would be enough. We decided that we couldn't have very big logs because many of the children would have to carry them home, bus and car service having been curtailed. We decided to use our class fund to pay for them but there was only a dollar of it left. Mr. Murray, the firewood man, said he had lots of little logs and that we could have twenty-seven of them for one dollar. We put the chemicals on with melted candle ends that were brought from home. Then we sprinkled on the green sawdust and shiny snow that was left over from last year too.

"Why isn't the weather given on the radio anymore?" "Why should the weather be kept a secret." "Do you think that the weather had anything to do with the landings in North Africa?" We found a very good article about weather off the coast

of Casablanca. We shared it with much interest. Many discussions about wind and weather have made the children observers of the weather vane on the school. We are trying to become our own weather prophets.

"Will shoes be rationed?" "Why are shoes hard to get?" "How can we make our shoes last longer?" "Should children wear shoes that are too small for them?"

We decided that shoes should be rationed for everybody who wore the same size year after year and that growing children should be more careful of their shoes so that they could be exchanged for larger shoes when necessary. The fact that wet shoes wear out and lose their shape was brought out, and one of the girls said that children who do not have rubbers should not go out to play when the ground is wet for water rots the thread that holds on the soles.

We think we are growing, learning, and sharing—making democracy work in a school at war.

## *The Tired Frog*

It doesn't seem to me quite right  
For frogs to be out all night  
Without a single place to go  
To lay their tired heads, and so  
Tomorrow I will find a box  
And with the garden grass and phlox.  
I'll make a downy pillow-rest  
The softest, warmest grassy nest  
And find a tired little frog  
Who croaked all night upon a log  
And tuck him safe and sound in bed  
So he can rest his weary head.

BETTY G. MELICHAR

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# What of Tomorrow's Children?

*What use in the future shall we make of the many things we are finding out about children and the kinds of environments that seem to contribute most to their development? Citing the experiences of helpers in Britain's residential war nurseries Mrs. Chaloner tells of the essentialness of mothers, describes how the war nurseries are meeting this need, and predicts the kind of post-war use residential nurseries might well supply. Mrs. Chaloner is the founder of Britain's "Parents' Magazine" and is a well-known contributor to child welfare journals in Britain, the United States and Africa. She has served on the committee of the Nursery School Association of Great Britain.*

"TOMMY'S GONE HOME TODAY!" announces the young helper to the other children as she carefully makes the bed-clothes over the top of young Tommy's tufty hair, hiding him entirely. This is a game she has played with the children many times, but they never seem to tire of it and shout, "Play it with me, too!"

But helpers in Britain's residential war nurseries hope that one day Tommy and Jane and Susie and Bill really will go back to the mummies and daddies who will be demobilized, and they wonder what new part the nursery may be called on to play in the better world we are trying to plan.

War nurseries of varying kinds are springing up like mushrooms in Britain as in America. We can share much of our experience as we go along, and will need to meet many of the same problems. Some of Britain's daytime nurseries, at any rate, look as if they will be needed after the war to give help to mothers of young fam-

ilies and to enable those who wish or who need to earn a living, to carry on with their work.

But Britain also has nearly five hundred fifty residential nurseries under the evacuation scheme alone, apart from the individual ones, some of which owed their initiative to American generosity. In one typical nursery it is estimated that only forty-nine out of the eighty-three children will return to their homes after the war. It becomes necessary, therefore, to discover the best ways of using these nurseries in the future, and to plan so that the children who are left homeless shall avoid becoming "institutionalized."

Evacuation in Britain provided an opportunity for gaining new knowledge about children. It was planned as a defense necessity, not a social experiment, but it soon began to show a great many things of which the people of Britain had been all too little aware. One of the most important was to demonstrate what very essential people mothers are in the happy development of small children.

Experience has been that very young children—under five—who lack this close, personal relationship, or for whom it is suddenly broken, tend to develop more slowly than those who have it. In general they grow more slowly out of baby habits in such directions as toilet training and tend to be behind their age level in speech. The separation from the mother leaves them rather apathetic or if the change is to unsympathetic environment and personalities, they may become fearful or aggressive, with corresponding behavior difficul-

ties—feeling “deserted” by their real parents.

It is of double interest to Britain’s nursery helpers that Dr. Bakwin in the United States records similar experience in his work among young children and infants at Bellevue Hospital over a long period. The “hospitalized” infant he describes as showing “marked dulling to emotional stimuli” and as “listlessly apathetic.” He also describes him as showing a lowering in resistance and often delay or distortion in development. These symptoms could not be accounted for by the illness which had caused the hospital admission as the children made striking improvement as soon as they went home, often to much less hygienic conditions. After a number of experiments, the policy finally was changed from banishing parental visits for fear of spreading infection to encouraging parents to see the babies regularly. Nurses were instructed to pick up, cuddle and play with their small patients. Simultaneously the mortality rate, which should logically have increased, fell sharply!

### *Providing the “Right” Kind of Environment*

Though Dr. Bakwin refers first to babies in hospitals he also stresses the problems of children up to four or five years in other institutions. Some of the pioneers in charge of Britain’s residential nurseries are trying to discover how best to create the *right* kind of environment for children who have to spend long periods away from their own homes and families.

Nursery school teachers who evacuated *en bloc* with their own little pupils of pre-war daytime attendance were able to note the changes that the new life made in the children whom they already knew well. They soon found that the small child, used to running round at home with his mother,

missed the variety in the daily round—the domestic small jobs, the contacts with tradesmen and neighbors—missed never being for a moment on his own and having to manage without someone he felt was “his own” in close personal attachment.

The dividing of the children into small groups whenever possible was a first step enabling them to make little trips as they might in family life—traveling on a bus to some picnic, or visiting the village blacksmith, or even just going shopping to a nearby center. The children hailed these trips as “treats” and seemed to gain more confidence and initiative.

From the beginning, the nursery schools reversed the theory that children who have to be sent away from home should not be visited for a good period so that they may settle down quicker. The observations of Miss Anna Freud who has achieved remarkable results at her nursery in Hampstead, London, have since confirmed that it is of the greatest help to a small child if his mother keeps as close touch as possible with him by visits or other ways during the early stages of separation, even if the visits produce tears on parting at first. It saves the child from having to bear his burden alone in default of some “deputy” mother of real understanding, and it helps to preserve the relationship with the parents which may be impaired if the child is allowed to feel they no longer really care for him and that he is deserted.

The long distance adoption scheme which Americans have carried out with the Save the Children Fund has, in this way, helped older children in large groups to feel that there is someone, even at a long distance, who by letters and so on will single them from the group and take a special interest in them.

The head of one group of residential nurseries working along these lines of ob-

ervation has arranged for middle-aged motherly helpers for all the intimate little personal attentions of the young children in her care; people whom she feels are not afraid to cuddle and pet them a little in the way that a hospital trained nurse would feel was "unprofessional."

But the most unusual experiment has been carried out recently by Miss Anna Freud and Miss Dorothy Burlingham. The slowness of the children in developing speech and in outgrowing some of the behavior difficulties associated with their separation from home led Miss Freud to feel they would benefit by some stable "mother" relationship. The children's marked preference for one worker over another doing personal things for them still further convinced her of their need. She divided them into little families of about four, following the signs of preference shown by the children and the workers. Each "mother" now gives all the normal personal attentions to her children and helps them generally in their nursery ups and downs as a real mother would do.

The immediate results were somewhat startling. The feelings that had been lying dormant came out with a rush, and since the children had been feeling painful separation from their own mothers they became panic-stricken that this new mother might also go away, even if she vanished for only a few minutes at a time. At first they were anxious and possessive of her and jealous of others both within the group and in other groups. Free fights multiplied for a time.

But when this first violent outburst had subsided, the nursery calmed down to normal and the results were even more interesting. Children who had been troublesome in routine and toilet matters now became satisfactory, and with the new stimulus, speech began to develop among those who

had been seriously backward. At first it was wondered whether the newly formed families would have consequences for the relationships of visiting real parents, but so far there is no sign of such changes. The happenings of this group, Miss Freud feels, show how clearly children transfer their early relationships to their families on to all the people who later play an important part in their lives.

### *Making Use of New Knowledge in the Future*

How can we make the best use of this valuable knowledge and pioneer work in the future? Presumably there will be fewer residential nurseries, but it is also easy to see the help they might be for children whose mothers are ill or expecting a new baby, and have no one suitable to care for the other little ones for a time.

Or beyond such domestic emergencies, the nurseries might be able to offer pre-training or refresher courses to workers going in for nursing children or into some of the older institutions for children that have not yet concerned themselves closely with this newer knowledge.

Or perhaps the nurseries—choosing those under exceptional leadership—could be of help to children sent to big institutions as the result of cruelty or neglect or similar misfortune and showing signs of emotional instability and behavior difficulties. Much neurosis or delinquency in adolescence might thereby be avoided.

It is tempting to hazard just one more speculation. In Europe it may be of the greatest value for a time after the war to provide children with a new environment away from scenes of violence and upheaval, and to give them rest and nutrition until their countries can re-establish themselves. This seems just one more possible service that the residential nurseries might be able to render, if called upon.

# Across the Editor's Desk

## *New Members of the Board of Editors*

WE ARE GLAD to welcome six new members to the Board of Editors as CHILDHOOD EDUCATION begins its twentieth year. Four contributing editors begin a three-year service with this issue: Ruby M. Adams, director of elementary education in the public schools of Schenectady, New York; Stephen M. Corey, superintendent of the laboratory schools at the University of Chicago; Neva W. Hollister, primary teacher in the public schools of Fresno, California, and Ruth Updegraff, administrative supervisor of preschool laboratories at the State University of Iowa, Iowa City. These editors succeed Harold Anderson, Howard A. Lane, Lorraine Sherer and Jean Betzner.

LuVerne Crabtree Walker, a former editor of CHILDHOOD EDUCATION (1927-29) and elementary grade supervisor in the District of Columbia public schools, succeeds May Hill Arbuthnot as review editor of books for children. Margaret Hampel, associate professor of education at Ohio University, Athens, succeeds Elizabeth Neterer as review editor of bulletins and pamphlets. A committee of three is helping Miss Hampel to review the bulletins and pamphlets: Lucile Allard, elementary supervisor in the Garden City, New York, public schools; Dorothy Hoyle, supervising teacher in the kindergarten at the College of Education, Ohio University, Athens, and Esther Starks, principal of the Falk School, University of Pittsburgh, Pennsylvania. John A. Hockett and Clara Belle Baker continue as review editors of research abstracts and books for teachers. Among the Magazines as a special review section has been discontinued for the present year. The Editor will review magazine articles from time to time in Across the Editor's Desk.

## *Mrs. Arbuthnot Resigns*

AFTER SERVING TEN YEARS as review editor of books for children, May Hill Arbuthnot has resigned so that she may devote more time to other responsibilities. However, she has promised to write articles for CHILDHOOD EDUCATION, which assures her continuing interest in the magazine and assures us of stimulating reading in the future.

In addition to the book reviews, Mrs. Arbuthnot's most recent contribution to CHILDHOOD EDUCATION was her article, "Children's Reading During the War," published in November 1942. If you missed it you will be amply repaid in reading it now. In 1935-36 Mrs. Arbuthnot prepared a series of articles on children's literature which have become classics: "The Purpose and Place of Literature in the Curriculum," "Some Criteria for Judging Stories for Children," "The Presentation of Literature to Children," and "Telling Stories and Reading Aloud to Young Children."

This series is as up-to-date now as it was eight years ago. Those of you who save back issues of CHILDHOOD EDUCATION—and many of you do—may be interested in re-reading the series (October 1935, November 1935, March 1936 and May 1936).

## *Workshops on*

## *A.C.E. Publications*

AT FIVE of the A.C.E. regional conferences held this summer,

workshops on A.C.E. publications were devoted to evaluation of present publications, analysis and evaluation of plans for proposed publications, and recommendations for policy and content for future publications. Approximately one hundred fifty people participated in the workshops. Reports from them will be studied by the editorial and executive boards and the suggestions made will be considered and acted upon in planning future A.C.E. publications.

Last January the chairman of the Board of Editors and the Editor met in New York City to prepare a preliminary plan of content for 1943-44 issues of CHILDHOOD EDUCATION. This plan (see page 4) was submitted to the workshop groups this summer. The workshop members agreed that the theme was timely and that the plan of development was pertinent and salutary.

There was considerable discussion of the meaning of discipline and its connotation as used in the theme. There was general acceptance of the idea that human resources can best be conserved through the exercise of the disciplines the individual has developed within himself, which free him to make the most of his own abilities and to make the greatest contribution to his group. Further discussion pointed

out the fact that the same discipline may either free or restrain the individual, depending upon the way in which it is used. The differences between "internal" disciplines and "external" disciplines were brought out and the need for both in a democratic society was emphasized. The discussion satisfied no one but seemed to stimulate everyone.

The disciplines that brought forth the most discussion were those having to do with giving and receiving affection, learning to work, and participating in groups. Issues devoted to these disciplines will bring forth some of the controversies and clarify some of the issues which challenged and stimulated the thinking in the workshops. All the issues will be especially helpful to teachers because they will contain practical illustrations of discipline problems interpreted in the broader meaning of what real discipline is.

The March issue had been planned tentatively to deal with children of other lands. This title met with such a trouncing by one workshop group that it becomes imperative for the editorial board to reconsider it. The major criticism was that such a title perpetuates isolationism and nationalism and that fundamental issues involved in all human relations are evaded—in fact, not even implied. It was pointed out that the concept of "other lands" was incompatible with the concept of "world citizenship" we wished to emphasize and develop throughout the year.

The May issue had been given no title and no plan for its content had been developed in the preliminary outline. Various titles were suggested: "World Citizenship—Today's Problem, Tomorrow's Reality"; "The Discipline of Facing Reality"; "The Discipline of Using What We Have", and "A World at Peace—What Shall It Be?"

There was some discussion of plans for 1944-45 issues. Many individuals thought that we should consider the practices, the curricula, the philosophies in childhood education that have stood the test of time; analyze why they are good in terms of child development, and project ways of implementing them in the light of our changing life. Another suggestion was that we name the values by which man has always lived best, and then see how these values might

become functional in the lives of more children. A third suggestion was that we study those things a child must do in order to grow optimally and then describe valid ways through which the school can make this growth possible. A fourth suggestion was that CHILDHOOD EDUCATION interpret some of the known information about children, tell how and where to obtain more such information, and suggest what to do with it in terms of educational planning with and for children.

One criticism made of CHILDHOOD EDUCATION was that it contained no help for teachers of the middle grades. Several members of the workshop volunteered to do homework on last year's issues to determine whether or not this criticism was justified. The nine issues were read carefully and each individual reported that his or her issue did have material that would be helpful to teachers of any age group. "Just because the title does not say, 'This is an article for fourth grade teachers,' does not mean that it would not be helpful to a fourth grade teacher," commented one reviewer. "Even an article with the word, kindergarten, written into the title may be of great help to a sixth grade teacher if she knows how to read it," was another comment. "If we believe in the philosophy of child development, any article that helps us understand children of any age group is helpful. What CHILDHOOD EDUCATION should do is to emphasize that the philosophy of child development is the same for any age group and then help the reader to see how it can be helpful to her with her age group. All of us need help in interpreting what we read." The consensus of the group was that CHILDHOOD EDUCATION was equally helpful for all teachers in the elementary school but that more people needed to know that it was.

With what subject would you like the May issue to deal? What do you think of the criticism made of the issue on people of other lands? What should we plan for 1944-45? What are some of your problems and needs that CHILDHOOD EDUCATION should consider? We are deeply grateful for the help given us by the workshop groups. We shall be equally grateful for help from you.

◆

*Subscribers: Please read important notice  
to you on inside back cover of this issue.*

# Books . . .

## FOR TEACHERS

**PSYCHOLOGY AND HUMAN LIVING.** By Walter C. Langer. New York: D. Appleton-Century Company, 1943. Pp. 286. \$1.50.

"*Psychology and Human Living*," as stated in the preface by Alice V. Keliher, "is one of a series of books presented by the Commission on Human Relations of the Progressive Education Association. This Commission was charged with the responsibility of helping young people and their parents to understand and to do something about the complex problems of human relations today." While the book is addressed to later adolescents, it has real value for teachers and parents who guide children and youth.

The approach of the book is highly original, presenting through the theory of "needs" a dynamic view of human behavior. The author, Walter C. Langer, analyzes in separate chapters physical needs, social needs, and egoistic needs. He explains that a physical need, such as the need for food, creates a state of internal tension. The greater the tension, the greater the amount of energy available for discharge in behavior. In a similar way, social needs and egoistic needs motivate behavior.

In subsequent chapters the author explains simply with abundant illustrations from everyday living the manifestations of these fundamental needs, and how they are modified, restricted and repressed by society. In showing how training in infancy and early childhood influences the development and integration of personality, the author makes clear some of the causes of individual differences in behavior. He stresses how terribly important it is for the future of the individual to direct his needs into those channels which are going to bring him positive satisfactions.

Young people will find especially interesting the discussion of the common manifestations of maladjustment, slips-of-the-tongue, dreams, and neurotic symptoms, and what lies behind these manifestations. We are told that "in order to achieve the maximum self-realization possible under any given circumstances, the

individual must be able to establish a balanced relationship between the expression and gratification of his needs, his super-ego (commonly known as conscience), and the environment. He is then able to direct most of his energies to socially valued goals and to derive the full benefit of the culture."

The concluding chapters "We Look Back" and "We Look Ahead" summarize the determinants of personality, with emphasis upon environment, and suggest ways of solving adjustment problems and of altering modes of behavior.—C. B. B.

**EDUCATION OF THE YOUNG CHILD; A Nursery School Manual.** By Catherine Landreth. New York: John Wiley and Sons, 1942. Pp. 279. \$2.50.

Here is a book that is good reading. It is full of practical information and sound theory, well organized, and written in a style that is both clear and entertaining. One soon realizes that the author has a delightful sense of humor.

Originally conceived as a manual for the training of nursery school teachers, the book will be of especial value to those who are working in this field, but it will also prove helpful to all who are interested in the guidance of young children. The author has held to her purpose "to formulate not only the needs of the young child but also the means of meeting them."

In Part I there are five chapters: "Nursery Schools in the United States: Their Origin, Organization, and Function"; "Housing and Equipping the Nursery School"; "The Nursery School Staff"; "Children in the Nursery School"; "The Physical Care of the Children in the Nursery School." Teachers will no doubt appreciate the survey that the first chapter affords the student.

Part II makes up about three-fourths of the book. In it emphasis is upon the educational guidance of young children. Objectives are defined; flexible methods of meeting them are discussed and amply illustrated with cases

material. The first chapter of this section, "Teacher-Child Contacts in the Nursery School," will be of special benefit to those who are making their first attempts at the guidance of young children. It is such an excellent chapter for others, as well as for beginners, that one wishes it were more extensive. This chapter is followed by chapters on "Helping the Child to Adjust to Restrictions Imposed on the Satisfying of his Physiological Appetites" (Eating, Sleeping, Elimination, Washing, Dressing); "Motor Development"; "Learning to Live With Other People"; "Emotional Development"; three chapters on "Understanding the Facts of Human Life and the Nature of the Physical World" (with such subheads as Numbers and Simple Arithmetic Processes, Chemical Changes, Experiences with Plant Life, Language Development, Development of Reasoning, Judgment and Problem Solving); three chapters on "Aesthetic Development and the Creative Arts" (Music and Dance, Graphic and Plastic Arts, Literature), and a final chapter on "Cooperation Between Home and School." The reviewer would like to recommend particularly the three chapters on "Understanding the Facts of Human Life and the Nature of the Physical World." They contain a wealth of material on how the child learns various concepts and how he can be guided in this learning.

The Appendix contains a brief summary of research findings underlying the teaching objectives and procedures discussed in each chapter of Part II, record blanks and instructions for their use, addresses of some firms furnishing supply catalogs, and a book list for children.

In discussing the guidance of young children Miss Landreth has happily succeeded in achieving specificity and at the same time sound presentation of underlying principles and theories.—*Helen C. Dawe, Assistant Professor of Home Economics and Director of the Nursery School, University of Wisconsin.*

**LEARNING TO READ THROUGH EXPERIENCE.** By Lillian A. Lamoreaux and Doris May Lee, New York: D. Appleton-Century Company, 1943. Pp. 204. \$1.50.

After defining reading readiness as "all reading development preceding the actual reading from a book," the authors explain in detail what a teacher may do to help her children develop personal readiness for reading, experience readiness, and readiness in related activities. The teacher is urged to make an inventory of

each child's personal readiness for reading. Guides are given for discovering the social, emotional, physical, mental readiness and reading interests, habits and abilities.

Then, if she does not know it, the teacher must make a survey of the community in which her children live. So she discovers the background of experiences which her children should have. She encourages her children to play, to dramatize their experiences, and to talk. From their spontaneous play, from the questions which they answer in directed conversations, and also from talking to the children individually, the teacher determines the experience background of the group and of each child.

The teacher studies the first pre-primer in order to ascertain the experience background upon which the authors have counted. She matches the probable experience background of her children with that which is needed for understanding the content of the book and for adequate daily living. If there are discrepancies she supplies, from the resources of the community, the school, and the classroom, the needed experiences.

As the teacher works and plays with her children, she constantly studies them to discover individual progress. She is careful not to push the slow ones too fast and to keep the quick ones working up to capacity. Lists of standardized tests and suggestions for informal tests are included to guide her.

In the meaningful setting which the teacher and the children together have created, the children gain the understandings they need in learning to read. As they talk they are gaining an oral vocabulary and because the spoken language of the children can be so easily translated into printed symbols, the teacher uses their own stories of their experiences for their first reading. So it is meaningful because the children's own thoughts have been translated into print and it is easy for them to translate the print back into thoughts. Careful guidance is given in the making of experience reading charts and in the use of them.

We are thinking of inexperienced teachers who do not have the help of experienced curriculum directors and supervisors, and of the reading programs which must be planned by these teachers. We wish that they, as well as experienced teachers, might have the use of this unusually fine and practical guide.—*Ada R. Polkinghorne, The Laboratory Schools, The University of Chicago.*

# Books . . . FOR CHILDREN

## Newbery and Caldecott Medals Awarded

The outstanding American awards for children's literature published in 1942 were given to Elizabeth Janet Gray for *Adam of the Road* and to Virginia Lee Burton for *The Little House*. *Adam of the Road*, which received the Newbery award given in honor of John Newbery, who first conceived the idea of books especially written and printed for children, is reviewed below. *The Little House*, which received the award in honor of Randolph Caldecott, a famous English illustrator of children's books, was reviewed in January 1943.

**ADAM OF THE ROAD.** By Elizabeth Janet Gray. Illustrated by Robert Lawson. New York: Viking Press, 1942. Pp. 317. \$2.

Upper grade teachers looking for a lively, lovely tale of medieval life in general and minstrels in particular will find *Adam of the Road* a tale to conjure with. Written by one of our most distinguished contributors to the field of children's literature and illustrated by the inimitable Robert Lawson, this combination of artistry in two fields makes *Adam of the Road* one of the most exciting books of the year.

This tale of the thirteenth century gives us courts and countrysides, fine ladies and peasants, brigands and serfs, the greatest minstrel of them all (Adam's father) and humble jugglers, abbeys and castles, fairs and above all the long roads of England. For Adam leaves school to travel with his father and his beloved red cocker spaniel. Then he loses them both and is on his own for months before he finds them. Adam is a real boy, an eleven-year-old, as real as the boy across the street. His mistakes and his successes, his friendships and his loyalties bring the past vividly alive.

This is a great story; quite the best of all the fine books Mrs. Gray has given us. For children 10 to 12.—May Hill Arbutnot.

**LITTLE NAVAJO BLUEBIRD.** By Ann Nolan Clark. Illustrated by Paul Lantz. New York: Viking Press, 1943. Pp. 143. \$2.

Ann Nolan Clark is a native of New Mexico

and knows the modern Indian from years of work in the Indian Service. *Little Navajo Bluebird* is for children 8 to 12 and will give them a real insight into the modern Indian's resentment of and gradual adaptation to the white schools and their teachings.

Little Doli misses her big brother who has gone to the White Man's School and she fears that her sister, Hobah, may go too. Bitterly Doli resents the White Man's invasion of their happy family life and the old customs of their people. In time Doli learns to admire a clever young aunt who is loyal to her people in spite of her education. Gently this young woman teaches her people new ways and Doli loses both her bitterness and her fears. She comes to know that she, too, will go to the White Man's School, following her trail "as the bluebird flies."

The story is beautifully told with a slow-moving, cadenced style that suggests Indian speech.—M.H.A.

**THE SUN AND THE WIND AND MR. TODD.** By Eleanor Estes. Illustrated by Louis Slobodkin. New York: Harcourt, Brace and Company, 1943. Unpaged. \$2.

You recall the dispute of the Sun and the Wind in Aesop's fable, but did you know that the poor little man in the center of the dispute was Mr. Todd? This new angle of an old story is developed into the delightful tale of Mr. Todd, the weatherman (descended from a long line of illustrious weathermen). Unfortunately this Mr. Todd played Red Rover as a boy when he should have been studying his maps and charts. Small wonder that when he became weatherman his forecasts often placed people in strange situations!

The magnificent sepia drawings by Louis Slobodkin, their strong sculptural qualities tempered by a subtle humor, provide an important art experience for the child. This is a book that is just right for the eight- to twelve-year-olds.—L. C. W.

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# Bulletins . . .

## AND PAMPHLETS

### *Children, the Community and Wartime Services for Children*

**FOOD TIME—A GOOD TIME AT SCHOOL.** *School Children and the War Series.*<sup>1</sup> Leaflet No. 4. U. S. Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1943. Five cents.

Many elementary schools are including the preparation and serving of hot lunches in the day's program. This leaflet is designed mainly to help in planning wartime meals for children of working mothers. However, the suggestions will be of value to all schools assuming responsibility for the serving of nutritious foods.

**TRAINING HIGH SCHOOL STUDENTS FOR WARTIME SERVICE TO CHILDREN. SUGGESTIONS FOR ADMINISTRATORS AND TEACHERS.** *School Children and the War Series.* Leaflet No. 5. U. S. Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1943. Ten cents.

Mothers who are contributing to the war effort frequently turn to high school students for services to children. Such services may be direct or indirect: (1) services rendered through community organizations, (2) services in connection with school programs, (3) services in homes and neighborhoods. The right training for such services makes possible a valuable resource in the community.

**MEETING CHILDREN'S EMOTIONAL DISORDERS AT SCHOOL.** *School Children and the War Series.* Leaflet No. 6. U. S. Office of Education. Washington, D. C.:

Superintendent of Documents, Government Printing Office, 1943. Five cents.

Teachers are encouraged to provide for children as normal an environment as possible at a time when children need security, understanding and confidence. Suggestions are given teachers in the utilization of situations that will help keep physical as well as mental health at optimum levels.

**RECREATION AND OTHER ACTIVITIES IN THE ALL-DAY SCHOOL PROGRAM.** *School Children and the War Series.* Leaflet No. 7. U. S. Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1943. Ten cents.

The excellent suggestions apply not only to extended school services for children of working mothers but to any school situation in which the activity program is made the basis for guiding children's growth.

**COMMUNITY ACTION FOR CHILDREN IN WARTIME.** *Children's Bureau Publication No. 295.* U. S. Department of Labor. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1943. Five cents.

This bulletin presents a broad concern for childhood: a well baby clinic in every neighborhood; care for children of employed mothers; school lunches in every school; schooling for every child; play and recreation programs in every community; employment safeguards for every boy and girl.

**RECREATION IN WARTIME.** *A manual for recreation committees of local defense councils.* Office of Civilian Defense Publication No. 3624. Washington, D. C.: Office of Civilian Defense, May 1943. No price given.

Numerous problems of community recreation are arising as a result of concentrations of populations. This manual suggests that a community recreation council should be formed in

<sup>1</sup> The first three leaflets were reviewed previously in CHILDHOOD EDUCATION. Leaflet No. 1, *School Services for Children of Working Mothers*; Leaflet No. 2, *All-Day School Programs for Children of Working Mothers*; Leaflet No. 3, *Nursery Schools Vital to America's War Effort*.

*Editor's Note:* The first eight reviews of bulletins and pamphlets have been prepared by Margaret Hampel and her committee. The last five reviews were prepared by Elizabeth Neuner and her committee and are held over from the May 1943 issue.

order to study such problems, and to plan programs in keeping with community needs. Examples of such community programs are given.

**DOES OUR COMMUNITY NEED TO PROVIDE CARE FOR THE CHILDREN OF WORKING MOTHERS?** *Discussion Leaflet No. 3. Washington, D. C.: Office of War Information, 1943. No charge.*

The leaflet presents the background of child care in wartime and suggests the community approach to the study of needs and resources. Pamphlets and films are suggested for use in community discussion groups.

**SOME REFERENCES ON CHILDREN IN WARTIME.** *Third revision. Washington, D. C.: National Commission for Young Children, 3314 Cathedral Ave., N. W., 1943. No charge.*

An inviting little booklet that gives titles and sources of numerous materials are available with and without charge. If you are working in a college or university and are responsible for activities in teacher education, or if you are on child care committees you will want this valuable reference material.

#### *Suggestions for Classroom Use*

**READING READINESS IN THE FIRST GRADE.** *Educational Research Bulletin of the Bureau of Reference, Research and Statistics. Prepared by the Division of Curriculum Research. New York: Board of Education, 1942. Pp. 44. Price not given.*

Experiences of New York City teachers and of the Division of Curriculum Research in conducting a reading readiness project in three schools over a period of a school year. The results indicate that a successful program partakes of children's natural experience; is flexible; builds upon home, school and community background, and capitalizes on children's spontaneity, and that a great deal depends upon the knowledge, skill and ingenuity of the teacher. Teachers who are working with first grade children will find the bulletin full of suggestions for making learning to read a joyful experience.

**THE LIBRARIAN AND THE TEACHER OF MUSIC.** *By Esther L. Bobman and Josephine Dillon. Chicago: American Library Association, 1942. Pp. 55. \$.75.*

Experiments at Mount Auburn Elementary

School in Cleveland which show the musical effect on children of personal experience and of intimate details of information supplied by a wide use of library materials. The program is carried out cooperatively by home, library and a school where a high degree of integration of subject matter is possible. This inviting pamphlet provides an insight into the possibilities of collecting, organizing and using a variety of reference material to further children's vivid musical experiences.

#### **VEGETABLES THAT HELP US GROW.**

*A Nutrition Unit for the First, Second and Third Grades of the Elementary School. By Mary S. Rose and Bertlyn Bosley. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. 25. \$.35.*

Intriguing plans for vegetable parties in school which build favorable attitudes toward foods essential for growth. Who could resist a raw vegetable when he has helped combine the spinach and butter or cabbage and apple to make appetizing sandwiches and salads? Descriptions of ten lessons make one eager to lead children into these palatable adventures.

**A HANDBOOK FOR CHILDREN'S THEATRE.** *Published by the Association of the Junior Leagues of America, Inc. New York: The Association, Waldorf-Astoria, 1942. Pp. 100. Price not given.*

Carefully detailed plans for organizing and administering a children's theatre with suggestions for securing cooperation from other organizations interested in child growth. This bulletin, showing some of the purposes and achievements of the Junior League, is a valuable aid in using children's creative ability and helping them enjoy wholesome recreation—two important factors in meeting the war situation.

**METHODS FOR THE STUDY OF PERSONALITY IN YOUNG CHILDREN.** *Edited by Eugene Lerner and Lois Barclay Murphy. Washington, D. C.: Society for Research in Child Development, National Research Council, 1941. Pp. 289. Price not given.*

Responses of children to a variety of plastic materials and fields upon which they can project their way of seeing life. These revelations of children's thoughts indicate that each person builds and lives in his own private world. This monograph is of interest and importance to anyone concerned with studying the personality growth either of children or adults.

## HERE AND THERE

### New A.C.E. Officers

No national convention was held by the Association for Childhood Education in 1943 and it became necessary, for the first time in the Association's fifty-one years of existence, to hold elections by mail. Branches and individual voting members elected to office for the coming two years the following persons:



Jean Betzner

**President:** Jean Betzner, associate professor of education at Teachers College, Columbia University, New York City. Miss Betzner has seen previous service on the board, having been vice-president representing primary in 1936-38, and has also been a member of the Board of Editors of *CHILDHOOD EDUCATION* and of various A.C.E. committees.

**Vice - president Representing Kindergarten:** Jennie Campbell, director of elementary education, State Department of Education, Salt Lake City, Utah. Miss Campbell has been an active member of several of the Association's committees, and has contributed to various A.C.E. publications.



Jennie Campbell

**Vice - president representing Nursery School:** Ruth F. Steidinger, director of the nursery school, Texas State College for Women, Denton. Miss Steidinger has a keen interest in *CHILDHOOD EDUCATION* and has helped with several national conventions.



Ruth Steidinger

Those serving for another year are Agnes L. Adams, vice-president representing primary, and Helen Bertermann, secretary-treasurer.

### Ella Ruth Boyce

It is with deep sorrow that we announce the death, at Pasadena, California, on July 16, of Ella Ruth Boyce, formerly director of kindergartens at Pittsburgh, Pennsylvania. She had retired in the spring of 1941 after forty-three years of service to children.

Those who knew and loved Miss Boyce, both as a past president and a loyal worker of the Association and as a teacher, administrator and friend, will want to read in the September 1941 issue of *CHILDHOOD EDUCATION* the beautiful tribute paid Miss Boyce by Ben G. Graham, who was her superintendent at the time of her retirement. She was greatly loved and will be greatly missed.

### Eleanor Troxell

There are many who retire from professional service but who continue to work for young children. One of these was Eleanor Troxell, formerly early elementary supervisor of the Kalamazoo, Michigan, public schools, who died at her home in Kalamazoo in the spring of this year. Less than a year ago, in the November

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1942 issue, CHILDHOOD EDUCATION announced Miss Troxell's retirement and told of her accomplishments and of the affection and admiration she commanded among her friends and co-workers. Her devotion to her profession and to the children it serves will long be inspiration to those who knew her.

### Changes

Lorraine W. Benner, from kindergarten teacher the public schools of Longmeadow, Massachusetts, instructor in education at Wheelock College, Boston, Massachusetts.

Rose Lammel, from primary demonstration teacher at Ohio State University, Columbus, to the American Junior Red Cross with headquarters at Alexandria, Virginia.

Alton O'Steen, from supervisor of music, State Department of Education, Montgomery, Alabama, to the Department of Fine Arts, University of Alabama.

### The 1943 Yearbook

Contributing and life members of the Association for Childhood Education and officers of A.C.E. branches will soon receive the 1943 Yearbook. Most of them are eagerly awaiting it, for here is where they learn what has been done during the year, what is being planned for the future—in fact, the "state of the Association" on all fronts. Nowhere else is such a quantity of professional, personal and financial information about their Association to be found.

Program chairmen will find the Yearbook valuable in planning the work of A.C.E. branches or other groups during the year. An alert chairman can find dozens of ideas in the plan of action for 1943-45, the President's message, and the reports of committees and staff and board members.

Those who do not receive the 1943 Yearbook as a part of membership service may purchase it from A.C.E. Headquarters, 1201 Sixteenth Street, Washington 6, D. C., for twenty-five cents. The pages containing the President's message and the resolutions and plan of action for 1943-45 have been preprinted and single copies are available without charge from A.C.E. Headquarters.

### Bibliography Supplement

It has been the usual custom for the Association for Childhood Education to revise each year *A Bibliography of Books for Young Children*. This year, in order to save paper and the many hours of time required for such a revision, it was decided to retain the bibliography in its

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present edition and to add a supplement including the 1942-43 books for children. There are twenty pages in the 1942-43 *Supplement to a Bibliography of Books for Young Children*, and the cost is twenty cents. Those who do not have the 1942 edition of the bibliography itself may purchase it for fifty cents. Orders for these publications should be sent to A.C.E. Headquarters in Washington.

#### New Loan Packet

A new loan packet, XV-E-2, *Extended School Services*, has been released by the Information Exchange of the Office of Education. It consists of about thirty items, ranging from a few pages in length to bulletins of more than fifty pages, supplied by the Office of Education, Children's Bureau, Iowa Child Welfare Research Station, National Association for Nursery Education, Association for Childhood Education, Institute for Psychoanalysis, Play Schools Association, Michigan State College, Maryland State Department of Education, and State Defense Councils of New York and Connecticut.

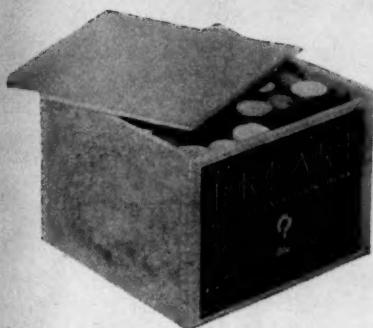
This packet brings to three the number available for loan on the topic of wartime care of children. The other two, of a more general nature, are XV-E-1A, and XV-E-1B. To obtain any packet for a period of two weeks, write to the Information Exchange on Education in Wartime, Office of Education, Federal Security Agency, Washington 25, D. C. There is no expense to the borrower.

#### Legislative News

After the hearings on S.1130, "War Area Child Care Act of 1943," before the Senate Committee on Education and Labor of which Senator Elbert D. Thomas of Utah is chairman, the bill was unanimously approved by that committee and reported on favorably to the Senate with a recommendation for its passage. This was on June 28, and on June 30 the bill was unanimously passed by the Senate. On July 1 it was referred to the Committee on Education in the House of Representatives and a hearing was set for Wednesday, July 7, at 10 o'clock. However, in preparation for an early recess, the House met earlier than usual on July 7 and the conflicting time schedule made it necessary to postpone the hearing until Congress reconvenes in the fall. The Association for Childhood Education, following its plan of action for 1943-45, asks members to talk with or write to their congressmen about the bill.

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H.R. 2936, to authorize the appropriation of an additional \$200,000,000 to carry out the provisions of Title II of the Lanham Act, "An Act to Expedite the Provision of Housing in Connection with National Defense, and other Purposes," was passed before Congress recessed in July. It is under this act that provisions are now made for services to children of employed mothers, but before its passage an amendment was added to Title II which provides "That none of such funds shall be used for loans, grants or contributions for the operation of day care or extended school services for children of mothers employed in war areas if and when the War Area Child Care Act of 1943 (S.1130) becomes law."

Those interested in studying the provisions for services to children included in S.1130 and in the Lanham Act may write to A.C.E. Headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C., for descriptive material. This material has already been mailed to presidents of A.C.E. state associations.

S.637, "Federal Aid to Education," is on the Senate calendar to be taken up when Congress meets in September. Hearings were held before the adjournment on July 7. No action has been taken on a similar bill, H.R.2849, introduced into the House.

Organizations and individuals supporting S.637 have not relaxed their efforts to give publicity to the bill, to secure additional supporters, and to see that congressmen are informed of their constituents' wishes. The National Education Association has been particularly active during the summer in explaining the bill to different groups and urging them to action.

### *Look to the Right!*

Directly opposite this column, on the inside back cover, is an important notice to subscribers. Please read it carefully.

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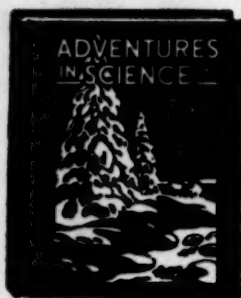
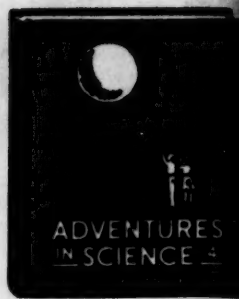
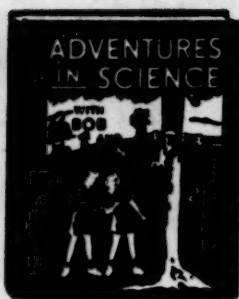
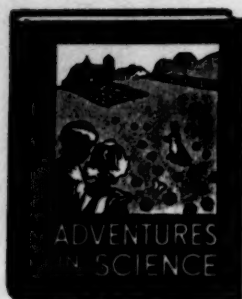
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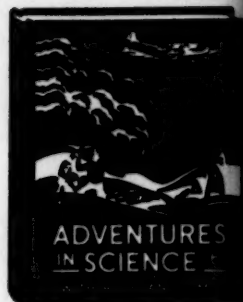
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